Southeast
Regional College

Annual Report 2005-2006

VISION

Leading the way, reaching people and communities through the power of learning.

MISSION

To provide access to learning experiences and information that enable people and communities to meet the realities of today and create opportunities for tomorrow.

To achieve this...

We ***serve learners*** by using our strengths and expertise to create student-focused programs and facilitate access to programs developed by others.

We ***support communities and people*** by providing learning experiences that help them to develop and adapt to change.

We ***support*** our colleagues with cooperation, teamwork, encouragement, and mutual respect.

We ***provide collaborative, innovative leadership*** in creating and ensuring learning opportunities.

VALUES

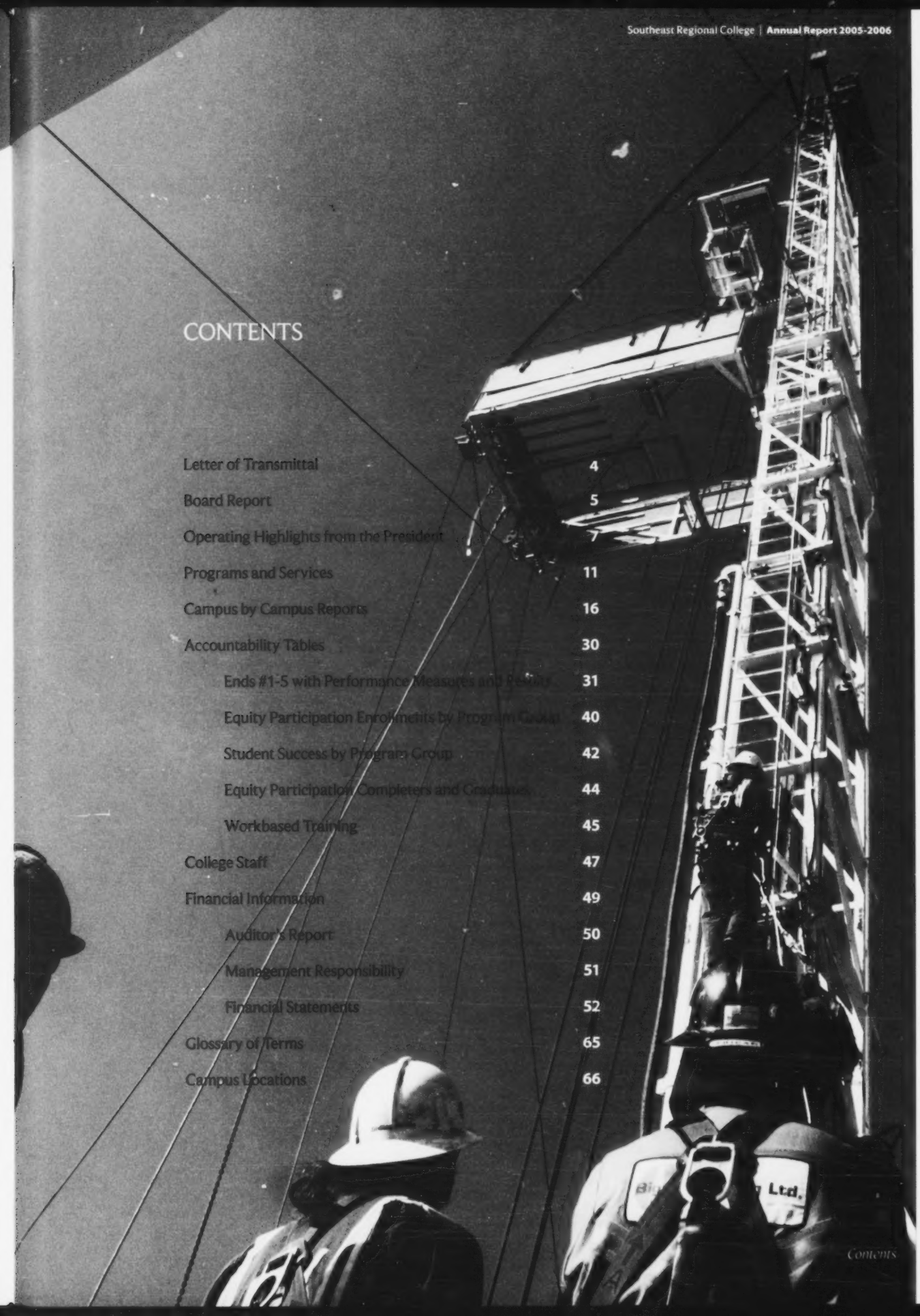
We believe living is learning, and everyone should have the opportunity to learn. Access to knowledge and information is vital to health, growth, and development for individuals and communities.

We believe our plans and programs should be community based. We involve communities and community based groups in the college, and we provide support to them through community development and the use of community resources. Our activities are focused on the needs of the learners and the clients we serve. We seek partnerships and collaboration, and we practice decision-making that is open, honest, participative, and inclusive.

We place a high value on flexibility and innovation. Our programs and services are responsive to the changing needs of communities and individuals. We welcome change as opportunity, and we act as agents of positive change that reflects our vision, values and mission.

We place a high value on a positive and professional environment. Our everyday attitudes and behaviors reflect enthusiasm towards learning and work, a sense of humour in the face of challenges, and enjoyment in the company of colleagues and those we serve. We are committed to professional development.

We respect people. We appreciate diversity and encourage tolerance. We recognize individual contributions. We treat people fairly and equitably.



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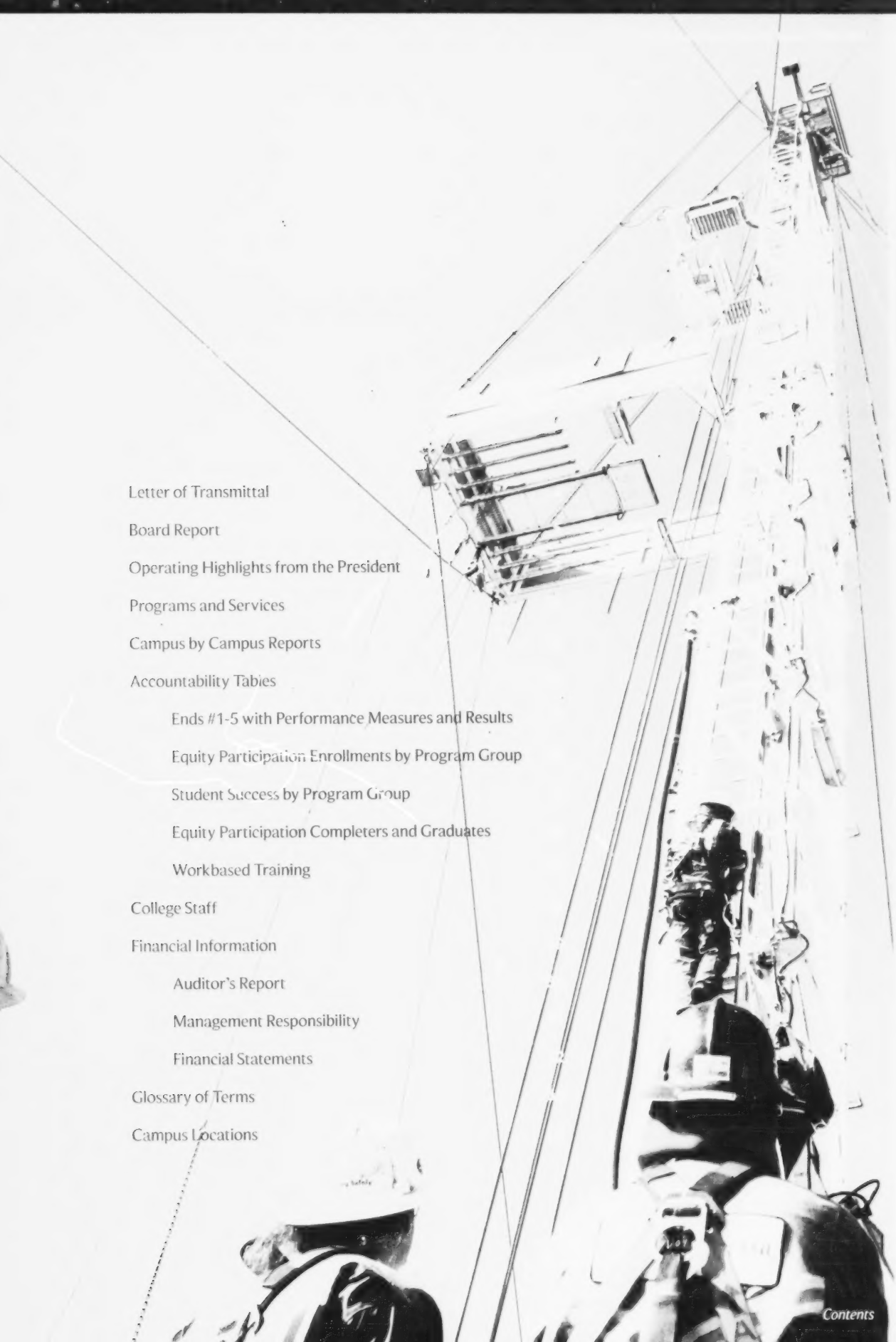

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LETTER OF TRANSMITTAL

Southeast Regional College

December 6, 2006

The Honourable Pat Atkinson, Minister
Department of Advanced Education & Employment
Room 322, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Atkinson:

On behalf of the Southeast Regional College Board of Governors, I am pleased to present our Annual Report for the year ending June 30th, 2006, in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional College Regulations.

Respectfully submitted,

D. Packet

Debbie Packet
Chairperson, Board of Governors
Southeast Regional College

BOARD REPORT

Debbie Packet, Chairperson

2005-06 was a year of growth where progress was made in planning, Board relationships, and Aboriginal engagement. The Board of the Southeast Regional College focused on College innovation and growth over the past year, while evolving internally under new leadership.

Newly appointed chairperson Debbie Packet, new vice-chairperson Christalee Froese and the entire board undertook a recruitment process which resulted in two new faces at the board table.

Sheila Sterling of Antler and Dale Felgate of Estevan were appointed to the Board after months of intensive recruiting efforts throughout the Big Muddy and Moose Mountain Regions.

The Southeast Regional College Board is a provincial leader in recruitment, having designed and implemented a unique strategy that results in the recruitment of strong leaders with the skills and backgrounds necessary to move the College forward.

During the summer, the Board worked closely with College staff to write the Southeast Regional College's submission which was presented to the Training System Review Panel in August. The College's submission focused on the importance of regional colleges in the province and the need to continue to have learning opportunities available in our communities. The final report released by the Training System Review Committee includes many of the Southeast Regional College's suggestions, demonstrating that the College's presentation was meaningful and relevant.

To increase the efficiency of meetings, the format was changed to include a three hour board meeting in the morning and a three hour governor development session in the afternoon. Clayton Desjarlais attended in June to provide Cultural Sensitivity Training. Throughout the year, Governors continued to report monthly on Best Practices from Saskatchewan Regional Colleges and other educational institutions, as well as examining Annual Reports from other Canadian Regional Colleges.

In addition to updating the "Board Recruitment Strategy Policy", further policy development included a review of a "Smoke Free, Scent Free College Policy", adopting a revised "Years of Service Recognition Policy" as well as a revised "Community Chest Policy". Work continues on Compensation Policy Development.

2005-06 Board of Governors (left to right): Darcy Iversen (Ogema), Christalee Froese, Vice-Chairperson (Montmartre), Keith Zabolotney (Assiniboia), Debbie Packet , Chairperson (Benson), Tom Bear (Whitewood), Charlotte Hookenson (Kisbey).

Governors were pleased to attend scholarship ceremonies, 30th Anniversary celebrations, ribbon cuttings, and graduations throughout the region. Other provincial and national involvements included:

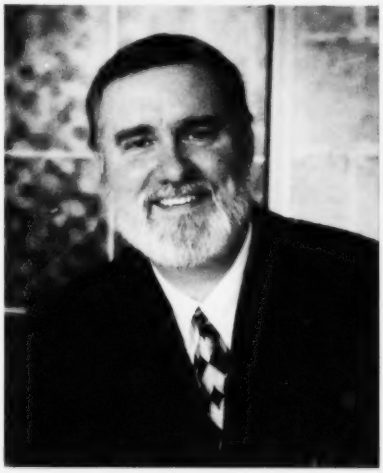
- ASRC Governor Development Workshop in Saskatoon, November 17 & 18
- Regional College Conference, Yorkton, May 10-12
- ACCC, Calgary, May 28-30

The Board of Governors acknowledges the tremendous efforts of the staff of Southeast Regional College in creating a College that is a leader in the province. Dedication and commitment to the students of the south east region has resulted in a growth of training opportunities, the expansion of programming and the increased ability of our region to meet labour market demands.

2005-06 BOARD MEETINGS:

8	Regular Meetings
1	Annual Meeting
4	Teleconference Meetings

OPERATING HIGHLIGHTS FROM THE PRESIDENT



Graham Mickleborough, President

2005-06 was another year of significant accomplishments for Southeast Regional College. During the year, a reinvestment of surplus dollars was made, including a notable amount of development and human resource expenditures.

Planning and Accountability

A Strategic Coordination Day was held on October 4, 2005 with senior officials from key organizations across southeast Saskatchewan. The objectives of the day were:

1) For participants to discover what other key executives of influential organizations in southeast Saskatchewan have in their strategic plans
2) To look for commonalities within the plans and opportunities to create synergies
3) For Southeast Regional College to understand participating organization's future training and human resource needs.

Along with planning results from the Board of Governor's Strategic Planning Session on November 1st, these inputs were used at our Operating Planning Session on November 14 & 15, 2005 and directly influenced the College's programming development and emphasis. The bulk of time was spent defining an ***ideal state*** under each goal, identifying the ***gaps*** between that ideal state and our College today, and then setting ***objectives*** for the next 5 years to fill those gaps. The Business Cycle was also diarized.

Programming and Development Highlights

Participant hours decreased slightly to 413,854 hours (from 415,669 in 2004-05) while full load equivalents (FLE) increased to 876.99 FLE's (from 803.9 in 2004-05). A major jump in "total skills training credit" occurred with 715.46 FLE's compared with 653.37 FLE's the previous year.

In the *Business and industry Division*, the "consultative selling" approach was entrenched as well as disciplines around sales management. Sales activities were tracked including sales visits that were results-orientated. Ken Shackel, Trans Canada Consultant hired in January 2006, had his office re-located to Moosomin. A market responsive program plan was developed for the Moosomin market, and results exceeded the program plan.

The number one priority coming out of our Board Strategic Planning Session for 2005-06 was to pursue the *aboriginal training market*. A new Aboriginal Consultant position was created and was filled in October 2005 by Laurel Moore. This position resides in the Whitewood office, which is central to our First Nations communities, and is heading up the development of an education strategy for our College related to the aboriginal market and expanding links between the aboriginal communities and employers.

Southeast Regional College is leading in the development of a Rig Technician Program. Other development dollars were spent on the web-based training for the Line Alert product.

In the *Academic Division*, the area was strengthened with the hiring of an Associate Dean of Academics, Lisa Cantlon (August 2005). The hiring of an additional counsellor, Jennifer Broughton (March 2006), improved access to counselling services for our students and helped to meet the demand for the Canadian Agricultural Skills Service (CASS) program. A Basic Education (BE) study was completed to assess the locations of our BE programs and seat allocations, as demands for the program shift over time.

During 2005-06, Southeast Regional College utilized its *Interactive Cyber Learning Network* (ICLN) to offer a full-time SIAST Business Certificate program for the second consecutive year, and pilot the delivery of two university courses. In order to facilitate its expansion, the existing cameras were upgraded to conform to the new Internet H.264 protocol, which supports the same quality of video-conferencing while using half the band-width capacity. The microphone system was also improved. With this upgrade, planning began for a second set of ICLN classrooms between Estevan and Weyburn for the fall of 2006, in order to expand the university programming delivered via the network and to facilitate the inclusion of additional program areas and learner supports.

Discussions were initiated with both SIAST Palliser and the U of R regarding their potential to connect with the College's ICLN to deliver additional course options. Further, the College met with Cypress Hills Regional College and the U of R to investigate the potential for jointly enhancing and expanding each College's university course offerings through a multi-point ICLN partnership.

Human Resources

Our human resource plan included initiatives to continue to see improvement in staff morale. An eleven member BEAT Committee was formed (Behavior Everyone Appreciates Together). Some of the activities undertaken were a Staff Newsletter and a monthly TopHealth Newsletter. A session on Team Building was held in Weyburn attended by all staff. The committee also chose to use the FISH philosophy series as a format to continue to improve our work place environment. These principles will continue to be the platform from which we enhance our College morale. The JUMP (Joint Union Management Program) committee met regularly to discuss and resolve issues and problems.

Twenty-three leaders are involved in taking the Professional Leadership Series from the University of Regina. There are seven modules in the supervisory training series with each module involving a two-day seminar. An interim session was held between seminars to reinforce the concepts taught and to continue to hold each other accountable to improve our skills as leaders and supervisors. Two modules were completed by the end of June.

Marketing

On the marketing side, a great deal of emphasis was placed on improving our market intelligence and responsiveness. Student satisfaction surveys were developed (both on-line and paper-based) and will be used in the upcoming year in conjunction with courses offered at Southeast Regional College. Our needs assessment process was charted. An Administrative Satisfaction Survey was completed in the spring and measured satisfaction with service received when dealing with the College. General satisfaction of Southeast Regional College was very high, with 84.2% of respondents indicating they were satisfied or very satisfied with the service they received. Providing more courses at more locations, more often was the major open-ended recommendation (46%) to improve service. A Public Awareness and Image Survey commenced in June and will give us an in-depth market research of the environment, public awareness and satisfaction levels.

Further marketing efforts that took place were additional upgrades of our print material, the re-design of the College website, logo decals on our CVA's, and placement of two 10' x 20' billboards along the highways by Estevan and Weyburn. A format for product launches was developed and used for introducing the new Confined Space Simulator. Each campus was also involved in 30th Anniversary celebrations.

Fixed Assets, Finance and Administration

Consistent with the review prepared by our external consultant, restructuring of our *Information Technology (IT) department* began with the creation of a support services coordinator position (Donna Windecker) and the hiring of an IT manager, Klint Harder (December 2005). The emphasis of the department has been to formalize the support services structure with the creation of a formal helpdesk process and to move to a more proactive and strategic focus rather than a reactive and administrative support. Capital expenditures have focused on improving the security of our information systems as well as improving and expanding our e-learning capacity.

With *facilities*, and in keeping with our goal of creating an environment conducive to learning, a number of projects were undertaken this past year. Our Whitewood campus saw improvements to the heating system and the addition of ventilation and air conditioning. In our Weyburn facility, classroom space was expanded by the addition of a large classroom to house our Energy Training Institute (ETI) training. As well, the conversion of the old school division boardroom to classroom space, lighting and flooring grades in other classrooms, construction of additional storage capacity were completed and improvements in ventilation are in progress.

The facility manager contract has not been let and resulted in the delay of some of the other upgrades planned. This contract is expected to be in place by late fall and planning for the completion of additional upgrades in the summer of 2007 will begin.

We continue to experience capacity issues in Assiniboia and Moosomin. Capital funding was not forthcoming for the expansion of our Assiniboia campus in the March 2006 provincial budget. Development of a plan for a Moosomin campus continues.

In *finance*, implementation of a new payroll software package has resulted in productivity improvements in the payroll area. Forecasting, budgeting and monitoring improvements continued to be areas of focus for College staff development.

The financial results for 2005-06 show a deficit of $485, 672 which is less than the anticipated deficit of $604,114. This "planned deficit" was in response to the growth in operating surplus of $770,169 that accumulated in 2002-03 and 2003-04. A plan was developed to re-invest this surplus in programming, staffing, and development. We are on track to have fully utilized this surplus and be back in a positive operating position by 2007-08.

On the revenue side, almost $768,000 was generated over plan. The Energy Training Institute, which provides safety training to business and industry, surpassed its' targets across the region; the Industry Credit and Non-Credit program areas realized a 33% increase in FLE's compared to last year. These programs areas included programs offered through the Energy Training Institute. As well, a federal/provincial training initiative for individuals involved in agriculture generated $63,890 for counselling services that were not planned.

Offsetting expenditures were $649,110 higher than anticipated. This was primarily related to our programming volumes exceeding plans, as indicated by the higher than planned costs for agency contracts, equipment and resale items. Higher than budgeted amortization costs add to the over expenditure.

The deficit reduces the balance of the College's net assets to $2,103,118. Of this, $1,132,874 is invested in capital assets, $195,059 is unrestricted and $8,364 in externally restricted funds, relating to the agreement with Saskatchewan Building Officials Association regarding Building Code Training for Canadians, and $766,821 has been restricted by the Board for specific purposes.

A plan for the *utilization of our surplus* was previously approved. The progress related to this plan (expenditures to date) is:

- $55,840 for upgrading administrative workstations
- $140,026 for IT review recommendations
- $16,454 for a display booth for tradeshows and events
- $49,942 for the confined space simulator
- $124,526 for development costs relating to Line Alert
- $108,824 for staffing plan
- $23,100 for facility image improvements

As of June 30, 2006, the Board of Governors has restricted funds for research and development of additional programming opportunities relating to Building Code Training for Canadians ($40,000) and ETI ($20,000); to fund a staffing plan to address succession issues and alleviate some temporary workload issues ($240,361); to continue to maintain our investment in information technology ($203,586); to address capacity and image issues with College facilities ($171,289) and to update and replace furniture and equipment ($40,960).

In short, our College continues to be financially successful, and to prudently manage its reserves.

Closing

Southeast Regional College has had many accomplishments throughout the year. These have been achievable because of the leadership and vision of the Board of Governors, the strength of our management team, and the dedication of our staff members. Congratulations to all on your remarkable efforts!

PROGRAMS AND SERVICES

Skills Training—Institute Credit

This section contains a summary of programs and courses delivered in partnership with Saskatchewan Institute of Applied Science and Technology (SIAST) both on a full-time and part-time basis. Funding for full-time programs comes from Saskatchewan Skills Extension Program (SSEP) and other federal or provincial sources.

The following full-time programs were offered in 2005-06: Business Certificate, Weyburn, Estevan and Assiniboia; Cosmetology, Estevan; Power Engineering, Estevan; Continuing Care Assistant, Whitewood; Electrical, Weyburn; Primary Care Paramedic, Whitewood; Welding, Weyburn and Assiniboia; New Media, Weyburn.

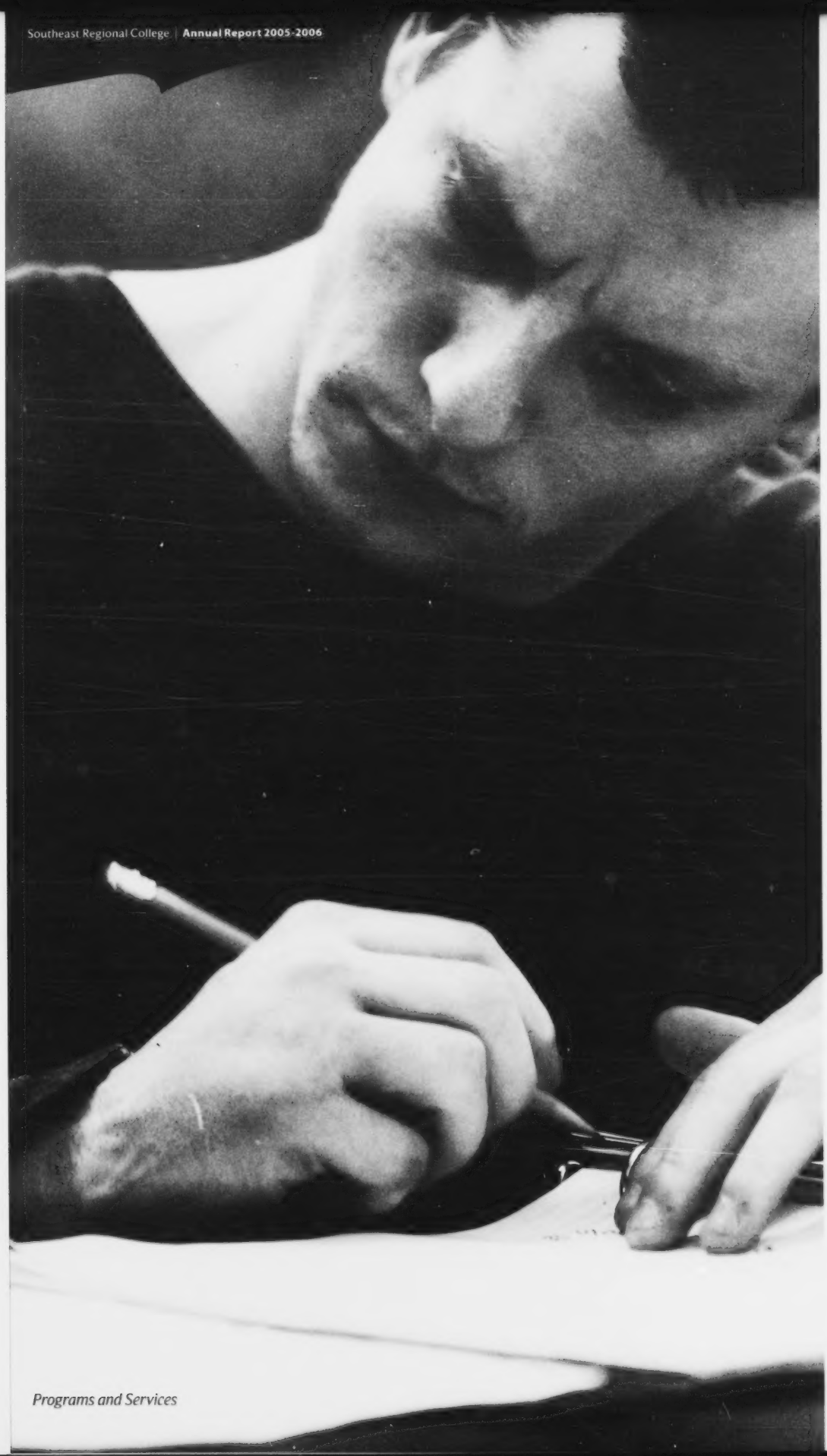
Part-time credit training continues to be a common choice for students within our area. This form of training allows interested students to earn credits in a variety of programs and continue to work if they so desire. Continuing Care Assistant, Educational Assistant, Early Childhood Education Certificate, Heavy Equipment Operator, and Computer Works are examples of part-time credit programs which we delivered.

When compared to the previous year, the College full-time student enrollments have decreased 26% and part-time enrollments have increased by 30%. Participant hours and FLE's decreased by 13.9%. These numbers support the trend seen in our College when the unemployment rate is low. Historically, when employment opportunities are growing, registrations at the College, especially in full-time programs, decline. Conversely, part-time registrations increase. Our region has experienced a significant increase in job opportunities, especially in the oil and gas sector.

Skills Training—Industry Credit

Skills Training – Industry Credit continues to be the major program area within the Business and Industry division, this year representing 70% of total casual students and 22% of total part-time student enrollments. As in previous years, the success of this program area can be attributed to the partnerships Southeast Regional College has established and maintained over the years. The College continues its solid relationship with the energy sector through the Energy Training Institute Advisory Board. This committee has been invaluable in assisting the College in identifying the present and future needs of the energy sector. The Early Safety Training Program continues to provide a cost effective means for young people in our region to attain safety certifications through the generous donations of a variety of businesses.

These certifications assist young people to learn how to work safely and secure employment. In the last year, we awarded 127 bursaries totaling $22,649. Southeast Regional College has built a strong relationship with Keiberg Incorporated to design and deliver web-based training for the safe installation and use of a product



called Line Alert that has potential to be used world-wide. Line Alert is an indicator device used for locating an underground obstacle that ensures a high level of safety when excavating around buried pipelines and cable line. The College continues to partner with Enform (formally called the Petroleum Industry Training Services), to deliver relevant training to the oil and gas sector. Finally, the College continues to work with Prairie Driver Training Services to provide truck driver training to clients in our region.

Enrollments for full, part-time, and casual students increased by 11% over the previous year while full-time load equivalents increased by 17%. As has been the case in previous years, the majority of this growth was realized from the delivery of safety training through our Energy Training Institute.

Skills Training—Work Based

Full Load Equivalents have decreased by 43% when compared with last year. This is a direct result of delivering a major project with 31 trainees during the previous year. This program area will fluctuate from year to year based on the economic activity that is occurring in our region.

Skills Training—Non-Credit

The Skills Training – Non-Credit program area contains courses delivered by the College which are categorized in the areas of Industry Non-Credit, Community/Individual Development, and Personal Interest Non-Credit courses. Less focus is placed on the latter two program areas. However, the Industry Non-Credit program area continues to grow, showing an 85% increase in enrollments and a 93% increase in full load equivalents. The majority of this exceptional growth can be attributed to programming offered through our Energy Training Institute and our continued partnership with the Centre for Continuing Education at the University of Regina to deliver business and professional development courses to our clients.

Full load equivalents (FLE) within the Skills training area of programs have increased 10% compared to the previous year. This increase is a result of an increase in FLE's within the Industry Credit and Industry Non-Credit areas and a smaller decrease in FLE's within the Institute Credit program area. Typically when employment is high within our region, Industry Credit and Non-Credit programs see registration increases while Institute Credit registrations decline.

Basic Education

Basic Education makes it possible for individuals to return to the classroom to upgrade their education. The program allows students to study at their own pace with the guidance of knowledgeable and caring instructors. Basic Education makes it possible for many adults to experience success in their educational careers. Students enter the program at various levels and for a variety of reasons and the programs meet their needs. The curriculum prepares students for post-secondary education and/or employment. Basic Education includes Literacy, English as a Second Language, General Education Development (GED) and Employability Skills as well as Adult Grade 10 and 12.

In the 2005-06 academic year, Southeast Regional College offered Basic Education programs at four locations in the region: Adult 10 and 12 were taught in Estevan, Indian Head, Moosomin, and Weyburn. The four programs provided continuous intake allowing for students to start when their schedules allowed and for vacant seats to be filled. There were 23 student/tutor matches in the Literacy and English as a Second Language programs. Volunteer tutors provided individual tutoring to students. A literacy attendant in each of the four districts facilitated the matches and supported the program.

Academic GED preparation programs and examinations were offered in the four locations with 67 participants. Ongoing modification to the system makes data difficult to compare from year to year.

Highlights of the 2005-06 academic year in Basic Education include implementation of new Grade 10 Social Studies curriculum and piloting of the new Grade 10 Math curriculum. Instructors attended curriculum workshops in Saskatoon. Each of the four sites celebrated graduations in May with a number of students receiving their Adult Grade 10 and 12. Students from the Moosomin and Indian Head programs had the opportunity to tour the SIAST campus in Moose Jaw.

University

Southeast Regional College students are able to stay in the community and complete their first year of programming in Arts, Administration, Education, Fine Arts, Kinesiology and Health Studies, Sciences or Social Work. Aside from classes being offered in the traditional face-to-face mode, classes are also offered through Saskatchewan Telecommunications Network (SCN), online, and through video/audio enhanced technology (Interactive Cyber Learning Network). Combining the variety of modes with the ease of transferring classes between the institutions has made second year programming more viable and attainable.

In the fall of 2005, eight face-to-face classes (3 credit hours) from the University of Regina were offered in Estevan with 71 course registrations. In Weyburn, eight face-to-face classes were also offered with 117 course registrations. In the winter of 2006, seven face-to-face classes were offered in Estevan with 63 course registrations and in Weyburn, eight classes were offered with 93 course registrations. These numbers do not include SCN or online classes.

Students were also able to take Economics 120 and 121 as well as Stats 120 through the SIAST Business Certificate program offered in Weyburn and Estevan in a face-to-face format using the Interactive Cyber Learning Network (ICLN) classrooms. These classes transferred to Economics 201, 202 and Stats 151 respectively for University of Regina students.

Indigenous Studies 100 and 101 were also offered through the ICLN to students in Weyburn and Estevan. By using this technology, students in both centers were able to access this class in the fall and winter semesters. The technology will be used in the 2006-07 academic year more extensively with seven classes being offered in this format. Classes will remain viable by combining class numbers through the network. The University classrooms will be an exciting place to be as minds and possibilities continue to meet.

Learner Support/Counselling

Southeast Regional College provides vocational, career and educational counselling to individuals and groups within the south east region.

Counsellors provide assessment, testing, workshops and one-to-one sessions to assist individuals in identifying interests, skills, and aptitudes. Counsellors assist individuals by providing information about careers,

employment and job interview skills, educational programs/institutions, labour markets and funding options. Learners receive assistance in defining career goals and referrals where appropriate. Intake/assessment is performed as a team including student, counsellor and instructor. This procedure ensures that learners are receiving appropriate placements, learning supports and setting attainable goals.

The College is also proud to be linked to the Southeast Education Foundation, which provides scholarships to our students. We also continue to maintain a close working relationship with Career and Employment Services throughout our region.

The Canadian Agricultural Skills Service (CASS) Program was very busy throughout our region in 2005-06. Counsellors worked with many clients to develop individual learning plans and further training.

The College offers exam writing locations throughout the region for distance education students from learning institutions and corporations as needed. Learners have access to computers, technical support and testing rooms.

Southeast Regional College
Comprehensive Enrollment by Program Group

		Actuals									
		2004-2005					2005-2006				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	106	219	0	166,680	185.20	85	283	16	147,044	163.38
	Other:	9	8	2	5,161	5.73		12		882	0.98
	Apprenticeship & Trade										
	Total Institute Credit	115	227	2	171,841	190.93	85	295	16	147,926	164.36
	Industry Credit										
	Total Industry Credit	13	591	2,780	71,768	299.04	2	764	3,000	83,654	348.56
	Workbased Training										
	Total Workbased Training	83			39,840	83.00	47			22,560	47.00
	Non-Credit										
	Total Non-Credit	11	151	669	19,296	80.40		264	1,274	37,329	155.54
Total Skills Training Credit		**222**	**969**	**3,451**	**302,745**	**653.37**	**134**	**1,323**	**4,290**	**291,469**	**715.46**
Basic Education	Basic Education Credit										
	Adult 12	86	11		67,784	75.32	85	36		73,018	81.13
	Adult 10	45	1		28,421	31.58	34	26		31,518	35.02
	Academic GED										
	Total BE Credit	131	12	0	96,205	106.90	119	62	0	104,536	116.15
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies	8			240	0.57		29		2,129	5.07
	Literacy			38		n/a			23		n/a
	Total BE Non-Credit	8	0	38	240	0.57	0	29	23	2,129	5.07
Total Basic Education		139	12	38	96,445	107.47	119	91	23	106,665	121.22
University	***Total University***	30	73		16,479	42.25	34	55		15,720	40.31
Total		**391**	**1,054**	**3,489**	**415,669**	**803.09**	**287**	**1,469**	**4,313**	**413,854**	**876.99**

CAMPUS BY CAMPUS REPORTS

Southeast Regional College region is divided into four districts: Big Muddy, Coteau, Moose Mountain, and TransCanada. Each district delivers a variety of programs in the Skills Training Institute, Industry Credit and Industry Non-Credit areas. The districts have again completed another successful year. The following is a regional summary of the program activity by district.

Big Muddy District

The campus for this region is located in Weyburn. The campus also serves as the head office for Southeast Regional College. The oil and gas sector continues to provide increased training opportunities for the district. A significant increase in the number of oil well drilling rigs in the area has created a need for more trained workers. As well, the businesses that provide support services for the drilling operations require extra trained workers. This year marked the beginning of a promising partnership with the Sun Country Regional Health Authority whose region encompasses similar territory as the College. We are exploring opportunities to assist the Authority in addressing their growing staff needs through a variety of training programs. Finally, the construction of an ethanol plant in Weyburn will create more training opportunities for the College.

Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. During the 2005-06 program year the campus delivered four full-time credit programs. These included New Media

Southeast Regional College
Comprehensive Enrollment by Program Group—Big Muddy Region

		Actuals									
		2004-2005					2005-2006				
		Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
	Program Groups	FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	41	44		50,377	60.40	34	68		35,807	39.79
	Other:	9	8		723	5.73		4		474	0.53
	Apprenticeship & Trade										
	Total Institute Credit	50	52	0	51,100	66.13	34	72	0	36,281	40.32
	Industry Credit										
	Total Industry Credit	13	113	668	19,740	81.59	2	202	882	26,185	109.10
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		62	167	5,755	23.33		62	252	6,909	28.79
Total Skills Training Credit		63	227	835	76,595	171.05	36	336	1,134	69,375	178.21
Basic Education	Basic Education Credit										
	Adult 12	34			21,252	23.61	22	11		19,965	22.18
	Adult 10	12			7,969	9.87	7	2		6,029	6.70
	Academic GED										
	Total BE Credit	46	0	0	29,221	33.48	29	13	0	25,994	28.88
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies										
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit	0	0	0	0	0.00					
Total Basic Education		46	0	0	29,221	33.48	29	13	0	25,994	28.88
University	***Total University***	19	56		10,389	27.04	19	38		9,633	24.70
Total		128	283	835	116,205	231.57	84	387	1,134	105,002	231.79

Communications, Pre-employment Welding, Pre-employment Electrician and the Business Certificate program. The latter program was again delivered using the Interactive Cyber Learning Network (ICLN) that connects the Weyburn and Estevan campuses using the Internet.

Part-time credit modules were also delivered during the 2005-06 program year. Modules in Continuing Care Assistant, Computer Works, Educational Assistant, and Early Childhood Education were offered to address the need for certified employees in a variety of sectors.

I think the New Media course is a good start to a great career. It's a chance to be creative and develop my technical skills and still have the chance to be close to home.

Chantel Marcotte

New Media Communications

The district realized a 4% increase in student enrollments and a 39% decrease in full load equivalents in Institute Credit programs when compared to the previous year. The significant decrease in full load equivalents is attributed to delivering more part-time credit training that are shorter in duration than full-time programs.

Industry Credit training continues to be the main program area for the district with the majority being safety training delivered through our Energy Training Institute (ETI). This training will continue to grow if the oil and gas exploration remains at current levels. Evidence of the growth of this program area within the district are found in the numbers which show a 37% increase in student enrollments and a 34% increase in full load equivalents when compared to last year.

Skills Training Non-Credit

The majority of courses offered in this program area are part of the program mix for ETI. The district achieved a 37% increase in student enrollments and a 23% increase in full load equivalents in Skill Training Non-Credit courses.

The full load equivalents are approximately the same year over year, but there is a shift from credit to non-credit.

My experience at Southeast Regional College over the last two years has been terrific. The College has given me an opportunity to learn in my own community. Besides the obvious cost savings of not having to commute to a larger centre, attending Southeast Regional College has meant that I could spend more time with my family and friends while earning credits towards my degree program at the U of R. The small class sizes gave me the ability to engage in discussions with the professor and other classmates, which expanded my understanding of course material. I see the time I spent at the College as a springboard to a rewarding career for my future, and encourage anyone looking to broaden their career prospects to consider Southeast Regional College.

Kristy Walters
Faculty of Social Work

Coteau District

The main campus location for this district is in Assiniboia. Programming was also delivered in other communities within the district. Agriculture remains the dominant industry. In 2005-06 the district experienced a strong demand for training in a variety of areas as a result of the Canadian Agricultural Skills Service (CASS) Program. This is a federal program designed to help farm families retrain for employment off the farm. One of the goals for campus staff in 2005-06 was to expand programming in other communities within the district. As a result, programs were delivered in Coronach, Rockglen and Bengough.

Skills Training Credit

Skill Training Credit is comprised of full and part-time Institute Credit programs and Industry Credit courses. In 2005-06 the district offered two full-time credit programs: the Business Certificate and Pre-employment Welding. The Welding program was offered through a partnership with a local welding shop and has proven to be a popular program for the district.

Part-time programs were again in demand. During the year the campus delivered a Heavy Equipment program in partnership with area Rural Municipalities. The RM's provided in-kind contributions and the students constructed roads. This has proven to be a productive partnership for all participants. The Custom Harvester program was offered again in partnership with the Canadian Custom Harvester Association. Modules for Computer Works and Continuing Care Assistant were delivered at the campus during the 2005-06 program year.

Southeast Regional College
Comprehensive Enrollment by Program Group—Coteau Region

		Actuals									
		2004-2005					2005-2006				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	15	48		38,191	42.43	19	61	12	38,217	42.50
	Other:										
	Apprenticeship & Trade										
	Total Institute Credit	15	48	0	38,191	42.43	19	61	12	38,217	42.50
	Industry Credit										
	Total Industry Credit		51	267	5,717	23.82		89	165	7,147	29.78
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit	11	23	147	6,623	27.60		36	168	7,265	30.27
Total Skills Training Credit		26	122	414	50,531	93.85	19	186	345	52,628	102.55
Basic Education	Basic Education Credit										
	Adult 12										
	Adult 10										
	Academic GED										
	Total BE Credit	0	0	0	0	0.00	0	0	0	0	0.00
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies										
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit	0	0	0	0	0.00					
Total Basic Education		0	0	0	0	0.00	0	0	0	0	0.00
University	***Total University***		0			0.00	1	4		549	1.41
Total		26	122	414	50,531	93.85	20	190	345	53,177	103.96

Heavy Equipment Operator training program

I enrolled in the Business Certificate program at the Southeast Regional College, Assiniboia Campus. As a mature student, I can say from experience it was very rewarding. The last time I was enrolled in school was 1974. This time the classroom was much smaller, which enabled the instructors to give myself and other students their undivided attention. They were there when you needed help and I was able to achieve my goal. For my efforts I was awarded the Student Achievement award. It was very handy to take the course in my home town location and not have to leave family and friends to further my career. I would recommend the Business Certificate program at the Southeast Regional College and remind everyone it is never too late to go back to school.

Denise Morin
Business Certificate Program

The Institute Credit program area realized a 46% increase in student enrollments with a slight increase in full load equivalents when compared to last year.

The Industry Credit program area continues to be a major contributor to the success of the district. As a result, the district opened a branch of the Energy Training Institute on October 28, 2005 and showcased the new Confined Space Simulator. As in other districts, safety training continues to be in demand within a number of sectors. When compared to previous year statistics, the district has seen a 20% decrease in student enrollments and a 25% increase in full load equivalents (FLE). The increase in FLE's is a result of offering a different program mix containing courses of longer duration than the mix offered in the previous year.

Skills Training Non-Credit

The Personal Career and Development program was offered again this year in partnership with CanSask and eleven students successfully completed the program. Safety training, offered through our Energy Training Institute, also contributed to the program area realizing a 13% increase in student enrollments and a 10% increase in full load equivalents.

Moose Mountain District

The main campus for this district is located in Estevan. Other communities in the district where the College offered programs during 2005-06 were Redvers, Carlyle, Oxbow and Carnduff. Crude oil production remains one of the main industries within the district and demand for certified and skilled workers is outpacing the supply. This creates numerous training opportunities for the College, especially training delivered by the Energy Training Institute (ETI). The district is home to two SaskPower electrical generation plants which also require employees to have certain safety certifications in order to work at the plants.

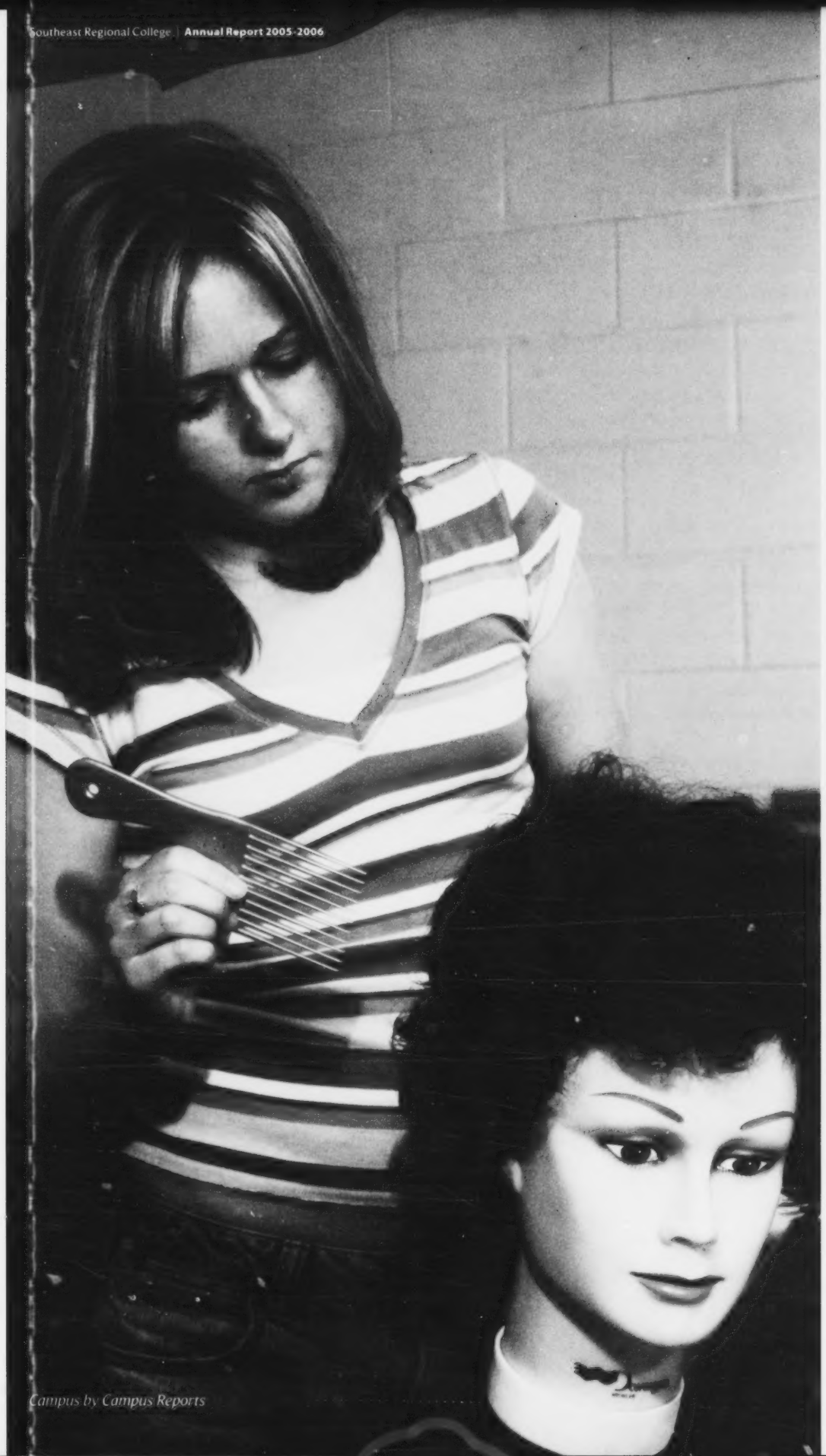
Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. During the 2005-06 program year, three full-time programs were delivered at the Estevan campus. These included a Business Certificate program delivered over the Interactive Cyber Learning Network with the Weyburn campus, a Cosmetology program and a Fourth Class Power Engineering program.

A total of 21 part-time credit modules were delivered throughout the district at various locations including Estevan, Redvers and Carnduff. Continuing Care Assistant, Early Childhood Education, a Nail Technician course and a Pesticide Applicator course were some examples of part-time credit offerings. As in other districts, part-time credit courses are in higher demand as employment rates remain at high levels.

Southeast Regional College
Comprehensive Enrollment by Program Group—Moose Mountain Region

		Actuals									
		2004-2005					2005-2006				
		Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
	Program Groups	FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	35	58		48,408	53.79	16	107	4	43,905	48.78
	Other:							8		408	0.45
	Apprenticeship & Trade										
	Total Institute Credit	35	58	0	48,408	53.79	16	115	4	44,313	49.23
	Industry Credit										
	Total Industry Credit		325	1,767	36,850	153.54		297	1,975	38,451	160.22
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		31	209	3,951	16.46		121	525	17,729	73.87
Total Skills Training Credit		**35**	**414**	**1,976**	**89,209**	**223.79**	**16**	**533**	**2,504**	**100,492**	**283.32**
Basic Education	Basic Education Credit										
	Adult 12	23			13,682	15.20	20	14		15,831	17.59
	Adult 10	17			6,383	7.09	12	16		11,109	12.34
	Academic GED										
	Total BE Credit	40	0	0	20,065	22.29	32	30	0	26,939	29.93
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies							14		224	0.53
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit	0	0	0	0	0.00	0	14	0	224	0.53
Total Basic Education		40	0	0	20,065	22	32	44	0	27,163	30.46
University	***Total University***	10	35		5,760	14.77	11	30		5,499	14.10
Total		**85**	**449**	**1,976**	**115,034**	**260.85**	**59**	**607**	**2,504**	**133,154**	**327.88**



Student enrollments increased by 45% and full load equivalents (FLE) decreased by 8% in Institute Credit programs when compared to the previous year. The decrease in FLE's is explained by a different mix of programs that were shorter in duration than the program mix from the previous year.

Industry Credit remains the major program area for the district. In 2005-06 safety training continued to be in demand by a variety of sectors. The increased activity in the oil sector fueled this demand. Early Safety Training courses were offered in Carnduff, Carlyle, Redvers, Oxbow and Estevan to provide young people the opportunity to learn how to work safe and become certified in certain safety courses that will help them gain employment. The new Confined Space Simulator created more opportunities for training throughout the district. Overall, the district realized a 9% increase in student enrollments and a 4% increase in full load equivalents in Industry Credit when compared to the previous year.

Industry Non-Credit

The majority of the programs offered in this area are part of the training offered through the Energy Training Institute. The district offers very few Community/ Individual or Personal Development courses. One of the highlights for 2005-06 was the delivery of customized leadership training in partnership with the Centre for Continuing Education at the University of Regina. This training was provided for some 70 employees from SaskPower. When compared to last year, the program area had a 170% increase in student enrollments and a 348% increase in full load equivalents.

Fourth Class Power Engineering class, Estevan campus

Being a self-employed/co-owner of a vegetation control business, it was a benefit to me that this course was offered locally. In the past my husband has had to travel to Regina in order to get certified. The instructor made it fun and easy to learn in her teaching. The staff are always helpful and friendly and having the College this close is a definite asset to me and the community. It was an awesome course.

Barb Dunford

Pesticide Applicator Course

TransCanada District

The College has three campuses within the TransCanada district which are located at Whitewood, Moosomin and Indian Head. In 2005-06 the College established an Aboriginal Consultant based in Whitewood to focus attention on the training needs of First Nation communities in our region. This has shown to be a valuable addition to the College as partnerships with First Nations have increased resulting in more programming. The highest percentage of participation rates for Basic Education programs is found in this district. Accordingly, the main focus of the Moosomin and Indian Head locations are for Basic Education. In 2005-06 the TransCanada consultant position was relocated to Moosomin and the campus has shown a marked increase in Skills Training Credit and Non-Credit areas. The Whitewood campus focuses on Skills Training Credit and Non-Credit programming.

Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. Two full-time programs were offered within the district in 2005-06. A Continuing Care Assistant program and a Primary Care Paramedic course were offered at the Whitewood campus.

A number of part-time credit modules were offered during the program year. These included Early Childhood Education at Whitebear First Nations, Educational Assistant program at the Whitewood campus and three Heavy Equipment Operator courses offered in Indian Head.

Southeast Regional College
Comprehensive Enrollment by Program Group—TransCanada Region

		Actuals									
		2004-2005					2005-2006				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	15	70	1	29,704	33.00	16	52		29,085	32.32
	Other:	9			4,438	4.93					
	Apprenticeship & Trade										
	Total Institute Credit	24	70	1	34,142	37.93	16	52	0	29,085	32.32
	Industry Credit										
	Total Industry Credit		62	264	9,462	39.43		133	217	11,871	49.46
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		33	147	2,968	12.36		43	342	5,427	22.61
Total Skills Training Credit		**24**	**165**	**412**	**46,572**	**89.72**	**16**	**228**	**559**	**46,383**	**104.39**
Basic Education	Basic Education Credit										
	Adult 12	37	4		32,850	36.50	43	11		37,222	41.35
	Adult 10	16	1		14,069	15.63	15	8		14,381	15.98
	Academic GED										
	Total BE Credit	53	5	0	46,919	52.13	58	19	0	51,603	57.33
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies	8			240	0.57		15		1,905	4.54
	Literacy	n/a	n/a	n/a		n/a					
	Total BE Non-Credit	8	0	0	240	0.57	0	15	0	1,905	4.54
Total Basic Education		61	5	0	47,159	52.70	58	34	0	53,508	61.87
University	***Total University***		6		330	0.85		1		39	0.10
Total		**85**	**176**	**412**	**94,061**	**143.27**	**74**	**263**	**559**	**99,930**	**166.36**

Continuing Care Assistant class, Whitewood campus

The district realized a 28% decrease in student enrollments and a 15% decrease in full load equivalents in Institute Credit programs when compared to last year.

Activity in the oil and gas sector created more training opportunities for the College within the district. A major contract with Potash Corporation of Saskatchewan (PCS) in Rocanville to train 190 employees in rigging procedures was a highlight for the district. This represents the first time we have delivered training for PCS. The district achieved a 7% increase in student enrollments and a 25% increase in full load equivalents with Industry Credit courses when compared to the previous year.

While I was enrolled in the Continuing Care Assistant (CCA) program I learned a number of different things. In most part, all of the classes that I took were very important in the learning process of becoming a good CCA. I learned a number of skills not only for being a CCA but also lifelong skills. I would definitely recommend this to other people, who are caring and compassionate people.

Danielle Dennis

Continuing Care Assistant Program

Skills Training Non-Credit

A variety of programs were offered throughout the district in 2005-06. TransCanada district realized a 114% increase in student enrollments and an 83% increase in full load equivalents when compared to the previous year.

It should be noted that the TransCanada consultant position based in Moosomin was vacant for six months during the 2005-06 program year.

Rocanville Rigging Class

Aboriginal Training

Skills Training Credit – Early Childhood Education was successfully offered at White Bear First Nation #70 and members from Ochapowace First Nation #71 attended as well. Kahkewistahaw First Nation #72 hosted the Educational Assistant program through part-time credit. First Nations students in the region participated in the full-time Continuing Care Assistant program offered at the Whitewood Campus, as well as the Heavy Equipment Operator program at Indian Head. 1A Trucking at Indian Head was strongly supported by the First Nations communities within the region.

A variety of safety training was delivered to four First Nation communities. These courses are significant to gaining employment within many industries and are vital to gain employment in the oil and gas industry. Cowessess and Sakimay First Nations both hosted Bus Driver training. Security Guard Training was offered at Kahkewistahaw to encourage peace keeping as well as facilitate training for future employees to fulfill security positions in the community.

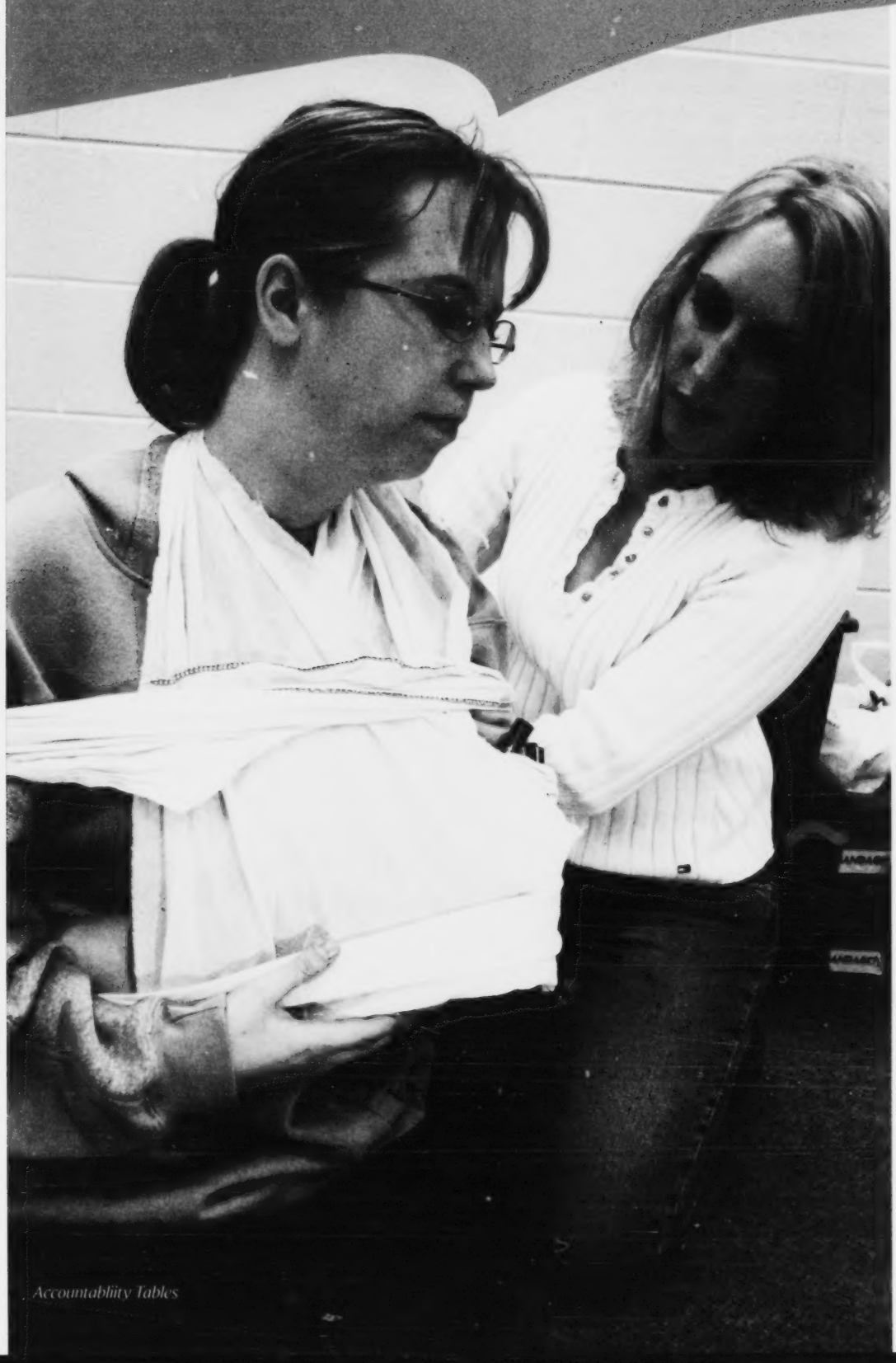
Skills Training Non-Credit – These included a number of computer courses for First Nation communities, a Baby Sitting course at Pheasant Rump First Nation, and a General Education Development (GED) course offered at Cowessess First Nation.

I have been working with behavioral children for the past 3 years as an Educational Assistant. I have found that attending the Educational Assistant classes has been very rewarding because the modules have helped me in the area of understanding students that need extra help. I would highly recommend this course to others as it is very educational, and my goal is to be certified in this area, as I really like working with children.

Clarisa Gamble

Educational Assistant modules

ACCOUNTABILITY TABLES



GOAL

ENDS #1 – BASIC EDUCATION & RELATED ACTIVITIES

1. Individuals disengaged from the workplace will acquire the knowledge and skills to obtain employment or pursue their studies in post-secondary program of study.

OBJECTIVES

1.1 – To ensure the four current Basic Education (BE) programs are meeting the needs of their constituents and to explore the needs for BE in other communities served by Southeast Regional College.

1.2 – To ensure Aboriginal people's needs are being served by the Basic Education and related programming.

1.3 – To provide training to Basic Education instructors. To provide them with the skills and knowledge they need to ensure the quality of their programs.

1.4 – To provide counselling support including assessment of the learners to support them in establishing a career plan.

1.5 – Develop a policies and procedures manual for Basic Education.

KEY/MAJOR INITIATIVES

1. Conduct a needs assessment of the current programs and explore the needs in other communities. Leverage available resources for Basic Education and related programming. Implement new curriculum.
2. Expansion of the Basic Education and related programming; continue to partner with Native Bands.
3. Instructors attend curriculum trainings.
4. Implement the course assessment tool in the Basic Education classes. Work with counsellors at each site to ensure student support is sufficient.
5. Research what other Basic Education programs do for policy and procedures.

PERFORMANCE MEASURES

Measures	2005-06 Targets	2005-06 Results
Operate the Basic Education programs to capacity; completion of needs assessment	Maintain Basic Education and related programming in four locations and conduct a needs assessment to determine the best use of funding.	Programs ran in four locations. Continuous intake insured that programs were operating at capacity and waitlists were minimal. Needs assessment was completed in November '05. There is a need for programming in the Assiniboia area. 67 students wrote GED exams.
Ensure Aboriginal participation in Adult Basic Education programs	Work to have 40% participation of Aboriginals in the Adult Basic Education program.	41% of the Basic Education program was Aboriginal students. The Aboriginal consultant worked closely with the reserves to determine programming needs.
Training opportunities were provided for instructors	Ensure all instructors were able to participate in training opportunities. Instructors involved in implementing the new curriculum would be able attend workshops.	Instructors were supported in accessing professional development opportunities. All instructors involved in implementing new curriculum had access to workshops.
Provide support services to students and assess Basic Education programs	All students will have access to counsellors. All students will complete an assessment at the end of the academic year.	Counsellors were available in each location where Adult Basic Education is offered. The assessment was available online for students to complete. Not all students completed the assessment due to the late date of availability.
Develop Policy	A policy and procedures manual should be available for the Adult Basic Education Program.	Policy will be the focus of the 2006-07 business plan.

GOAL

ENDS #2 – UNIVERSITY & VOCATIONAL TECHNICAL TRAINING

2. Individuals requiring post-secondary credentials to obtain employment in their chosen field shall receive the necessary credentials to obtain employment or continue their studies.

OBJECTIVES

2.1 – The priority recipient groups are high school graduates, aboriginals, workers in transition, and individuals with access barriers.

2.2 – Individuals shall obtain credentials or pre-requisites for employment or continued studies in the areas of applied science and technology or university.

KEY/MAJOR INITIATIVES

1. To offer a range of programs in response to the labour market need.
2. To offer university programming in Weyburn and Estevan.
3. To provide ongoing counselling support to learners to assist them in developing their career plan.
4. Develop a Recognition of Prior Learning (RPL) implementation plan.

PERFORMANCE MEASURES

Measures	2005-06 Targets	2005-06 Results
Range of programs offered	Continue to offer a range of programs to meet identified needs. Work with other post-secondary institutions to provide these programs. Determine labour market need by working with consultants and partners.	University programming provided in Weyburn and Estevan (University of Regina). SCN delivery provided in other centers throughout the region. Full-time vocational technical programs offered included: Business Certificate (3), Cosmetology, Power Engineering, Continuing Care Assistant, Electrical, Welding (2) and New Media (SIAST).
University Programming	Expand delivery modes, reduce costs, and increase programming.	University Advisor meets support needs of all University students. Career Counsellor FLE increased to provide support to Vocational Technical as well as career planning throughout the entire region.
Student Support Services	Ensure student support is available to all students.	University Advisor meets support needs of all University students. Career Counsellor FLE increased to provide support to Vocational Technical as well as career planning throughout the entire region.
Recognition of Prior Learning (RPL) Implementation	Work with provincial counterparts to develop overall plan.	In Progress.

GOAL

ENDS #3 – BUSINESS & INDUSTRY

3. Public and private sector organizations and businesses will have the knowledge and skills to sustain and grow their operations. Business owners, managers, and employees will have the human resource management, financial management and business management skills for sustainability and growth in their organizations. Individuals have the knowledge, skills, and certification necessary for continued employment and career advancement.

OBJECTIVES

- 3.1 – Research the possibility of becoming a non subsidized division.
- 3.2 – Through education and training, support the participation of Aboriginals in the regional economy.
- 3.3 – Development of the Moosomin market.
- 3.4 – Continue to develop our Sales Culture.
- 3.5 – Build a collaborative and productive relationship with Apprenticeship and Trade Certificate Commission to deliver training in rural Saskatchewan.
- 3.6 – Reposition the Energy Training Institute for future growth.
- 3.7 – Identify new market responsive programs and services for the division.
- 3.8 – Prepare market responsive Campus Plans for each area.

KEY/MAJOR INITIATIVES

1. Work incomplete. Carry forward.
2. Met Business Plan expectations for 2005-06.
3. Consultant position filled. Advisory committee re-established.
4. Developed Key Performance Indicators to gauge success.
5. Continue to participate in partnership with Parkland Regional College.
6. Formed tri-college partnership with Prairie West and Cypress Hills Regional Colleges to secure the delivery of Rig Technician Program.
7. Changed approach to programming with Centre for Continuing Education.
8. Revenue generation within division exceeded the Business Plan.

PERFORMANCE MEASURES

Measures	2005-06 Targets	2005-06 Results
Growing the different segments of our Business	Continue to search for opportunities to expand our program and service mix.	Major project near completion. One project in development stage.
Improving how we understand, identify and respond to client needs	Establish processes that connect us to our clients and their needs.	Added information to our customer information files (CIF's). Met with our clients when they were in planning stages. Expanded our client networks.
Building Partnerships	Enhance existing and establish new partnerships.	Established more effective link with our First Nation partners. Established the tri-college partnership. Enhanced our partnership with Keiberg Inc.

GOAL **ENDS #4 – COMMUNITY RELATIONS, SUPPORT, & ENGAGEMENT**

4. Develops and implements initiatives and processes that support communities' economic and social development and creates reciprocity between the College and its students and our communities.

OBJECTIVES

4.1 – To provide support to community based initiatives.

4.2 – To achieve the Early Safety Training donation and disbursement targets as outlined in the Southeast Education Foundation "Repositioning for the Future" document from July 6, 2004.

4.3 – To expand community sponsored scholarships and bursaries as outlined in said Repositioning paper.

4.4 – To develop and implement the "Careership" concept.

4.5 – To prepare/design (turnkey) a planned (annual) giving program this year, for implementation in 2006-2007.

4.6 – To continue our community outreach program.

KEY/MAJOR INITIATIVES

1. Evaluate the first year of the Community Chest concept and make adjustments thereto.
2. Evaluate the Early Safety Training donations and disbursements targets as outlined in the July 2004 "Repositioning for the Future" paper.
3. Continue to seek out new sources of funding and nurture current donors.
4. Careership concept is designed with employer/student input; policy is approved by Board of Directors, and at least one Careership seat is achieved in the current year.
5. Planned giving program design is completely ready for implementation by June 2006.
6. Promote the work of the Foundation through regular interaction between the College and the community.
7. Conduct a Board/Community visitation and consultation in Estevan, Weyburn, and Assiniboia.

PERFORMANCE MEASURES

Measures	2005-06 Targets	2005-06 Results
Early Safety Training donations	$20,000	$5,000
Early Safety Training disbursements	$18,000	$22,649
Community sponsored scholarships and bursaries	$15,000	$13,700
Careerships	1	0

Comments: The Executive Director position of the Southeast Education Foundation was vacant until December 2005. An interim Executive Director oversaw only the administration of the Foundation in 2005.

GOAL **ENDS #5 – STUDENT SUPPORT**

5. Students will have access to services which will assist them in being successful.

OBJECTIVES

5.1 – To increase awareness and utilization of Southeast Regional College's counselling services.

5.2 – Provide counselling services and career exploration to all college learners.

5.3 – Implement Canadian Agricultural Skills Service (CASS) Program in southeast area of the province.

5.4 – To provide transition counselling services.

5.5 – Explore opportunities to provide counselling to other agencies.

KEY/MAJOR INITIATIVES

1. Staff presentations on services available completed. Brochures have been developed for staff and public.
2. All students meet with Career Counsellor before entering program. Counsellor available through the entire summer (new for 2005-06).
3. Counselling staff meeting expectations of CASS clients.
4. Work begun on transition paper; incorporating essential skills.

PERFORMANCE MEASURES

Measures	2005-06 Targets	2005-06 Results
Increased awareness and utilization of services	Greater awareness of services available by staff and public.	Staff informed of counselling services. Comprehensive brochure developed.
College learners have access to counselling and career exploration	Administer individual formal and informal assessments using a variety of career assessment tools. Provide individual and group sessions. Develop career action plan with client(s).	Informal assessments conducted: CHOICES, Colour Spectrums. Formal assessments include CTBS, CAAT, and Accuplacer. Group sessions delivered: study skills, exam preparation, resume writing, job search techniques and interview skills. Career action plans developed with 75% of students. Plans revisited and updated during the term of study with 65% of students.
Canadian Agricultural Skills Service (CASS) Program is meeting needs of clients in a timely manner	Develop career action plans with CASS clients.	New counsellor (1 FTE) counsellor hired to meet the demand. Counselling was available all summer.
Development of transition counselling services	Develop incorporating essential workplace skills/ employability skills.	Discussion paper prepared and shared with staff. Counsellors are all trained to administer TOEWS.

Comments: We are exploring opportunities for providing counselling with the "new" Cornerstone School Division. Work on this has been carried over to the 2006-07 Business Plan and is ongoing.

Performance Measures for Regional Colleges

Skills Training – Institute Credit		2005-2006		2004-2005	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		396	164.36	343	191.19
Number of Graduates		166		165	
Number of Completers		280		210	
		%		%	
Participation (Enrollment) Rate %	# of Institute Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	26.84		28.64	
Graduation Rate	# of Institute Credit Graduates (FT + PT) / Total # of Institute Credit Enrol'ts (FT + PT)	40.53		48.25	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of Institute Credit FT Graduates that are working / (# of Inst. Cr. FT. Grads that were contacted *minus* # Inst Cr. FT. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of FT. Students	# of Institute Credit FT. Grads that continued to further training / (# of Inst Cr. FT. Graduates contacted *minus* # Inst Cr. FT. Grads employed)	N/A		N/A	
Skills Training – Institute Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	8.42		11.11	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	9.74		16.36	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	46.88		71.05	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	N/A		N/A	

Performance Measures for Regional Colleges

Skills Training – Industry Credit		2005-2006		2004-2005	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		3766	348.56	3384	299.07
Number of Graduates		3702		3285	
Number of Completers		63		62	
		%		%	
Participation (Enrollment) Rate %	# of Industry Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	54.10		50.59	
Graduation Rate	# of Industry Credit Graduates (FT + PT) / Total # of Industry Credit Enrol'ts (FT + PT)	97.00		94.04	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of Industry Credit FT Graduates that are working / went to further training	N/A		N/A	
Continued to Further Training Rates of FT. Students	# of Industry Credit FT. Grads that continued to further training / (# of Ind. Cr. FT. Graduates contacted *minus* # Ind. Cr. FT. Grads employed)	N/A		N/A	
Skills Training – Industry Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrcl'ts (FT + PT) / Total # Enrollments (FT + PT)	5.22		6.13	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	5.25		5.46	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	97.50		83.78	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	N/A		N/A	

Performance Measures for Regional Colleges

Basic Education – ABE Credit		2005-2006		2004-2005	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		181	115.94	145	106.18
Number of Graduates		11		27	
Number of Completers		103		76	
		%		%	
Participation (Enrollment) Rate %	# of ABE Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	12.78		12.14	
Graduation Rate	# of ABE Credit Graduates (FT + PT) / Total # of ABE Credit Enrol'ts (FT + PT)	6.08		18.49	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of ABE Credit FT Graduates that are working / (# of ABE. Cr. FT. Grads that were contacted *minus* # ABE Cr. FT. Grads that went to further training)	66.67		69.23	
Continued to Further Training Rates of FT. Students	# of ABE Credit FT. Grads that continued to further training / (# of ABE Cr. FT. Graduates contacted *minus* # ABE Cr. FT. Grads employed)	80.00		77.78	
Basic Education – ABE Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	36.46		34.25	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	9.09		55.56	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	1.52		30.00	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	0.00		50.00	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	100.00		75.00	

University		2005-2006		2004-2005	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		89	40.31	103	42.25
Participation (Enrollment) Rate %	# of university Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	6.29		8.63	
University – Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	3.37		4.85	

Performance Measures for Regional Colleges

Skills Training – Non-Credit		2005-2006		2004-2005	
		#	FLE	#	FLE
# of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		1538	155	854	81
Number of Completers		1531		808	
		%		%	
Participation (Enrollment) Rate %	# of Skills Training Non-Credit Enrol'ts (FT + PT)) / Total # Non-Credit Enrollments (FT + PT)	90.10		95.29	
Skills Training – Non-Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	10.61		6.79	

Basic Ed – Non-Credit		2005-2006		2004-2005	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		29	5.07	8	0.57
Number of Completers		29		7	
		%		%	
Participation (Enrollment) Rate %	# of Basic Ed Non-Credit Enrol'ts (FT + PT) / Total # Non-Credit Enrollments (FT + PT)	9.90		4.71	
Basic Ed Non-Credit- Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	13.79		0.00	

Southeast Regional College
Equity Participation Enrollments by Program Group

		Actuals 2004-2005											
		Aboriginal			Visible Minority			Disability			Total Enrollment		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit												
	SIAST	2	29		2	8		1	4		106	219	1
	Other:	4			1						9	8	0
	Apprenticeship & Trade												
	Total Institute Credit	6	29	0	3	8	0	1	4	0	115	227	1
	Industry Credit												
	Total Industry Credit		37	94		11	36		8	12	13	591	2,779
	Non-Credit												
	Total Non-Credit		11	31		1	12	1	4	3	11	149	633
Total Skills Training Credit		6	77	125	3	20	48	2	16	15	139	967	3,413
Basic Education	Basic Education Credit												
	Adult 12	34			9			4			89	11	
	Adult 10	16			2			4			45	1	
	Academic GED											n/a	
	Total BE Credit	50	0	0	11	0	0	8	0	0	134	12	0
	Basic Education Non-Credit												
	Employability/Life Skills												
	English Language Training												
	General Academic Studies										8		
	Literacy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			38
	Total BE Non-Credit	0	0	0	0	0	0	0	0	0	8	0	38
Total Basic Education		50	0	0	11	0	0	8	0	0	142	12	38
University	***Total University***		5			2		1			30	73	
Total		**56**	**82**	**125**	**14**	**22**	**48**	**11**	**16**	**15**	**311**	**1,052**	**3,451**

Actuals 2005-2006											
Aboriginal			Visible Minority			Disability			Total Enrollment		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
3	29		1	9		1	4	1	85	283	16
										12	
3	29	0	1	9	0	1	4	1	85	295	16
	40	118		12	28		4	22	2	764	3,000
	28	35		3	7		5	4		264	1,274
3	97	153	1	24	35	1	13	27	87	1,323	4,290
34	7		5			2	2		85	36	
16	9		3	2		1			34	26	
50	16	0	8	2	0	3	2	0	119	62	0
	4									29	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			23
0	4	0	0	0	0	0	0	0	0	29	23
50	20	0	8	2	0	3	2	0	119	91	23
1	2		1	1			3		34	55	
54	**119**	**153**	**10**	**27**	**35**	**4**	**18**	**27**	**240**	**1,469**	**4.313**

Southeast Regional College
Student Success by Program Group

		Actuals 2004-2005											
		Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit												
	SIAST	79	99	1	6	151	0	18	9	n/a	4	6	
	Other:	7	0	0	0	8	0						
	Apprenticeship & Trade												
	Total Institute Credit	86	99	1	6	159	0	18	9	0	4	6	0
	Industry Credit												
	Total Industry Credit	11	20	31	0	568	2,716						
	Workbased Training												
	Total Workbased Training												
	Non-Credit												
	Total Non-Credit	11	144	639	0	4	30						
Total Skills Training Credit		108	263	671	6	731	2,746						
Basic Education	Basic Education Credit												
	Adult 12	43	9		19			21	4		33	4	
	Adult 10	21	1		8			4	3		19	1	
	Academic GED												
	Total BE Credit	64	10	0	27	0	0	25	7	0	52	5	0
	Basic Education Non-Credit												
	Employability/Life Skills												
	English Language Training												
	General Academic Studies	7											
	Literacy												
	Total BE Non-Credit	7	0	0	0	0	0	0	0	0	0	0	0
Total Basic Education		71	10	0	27	0	0	25	7	0	52	5	0
University	***Total University***	63	34	0	17	6	0						
Total		**242**	**307**	**671**	**50**	**737**	**2,746**	**43**	**16**	**0**	**56**	**11**	**0**

NOTE - Employed and further education data is incomplete for skills training as not all programs have followup done.

n/a = not available

Completed = the total number of students who completed course requirements or remained to the end of the program

Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution

Actuals 2005-2006												
Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education			
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	
79	194	4	1	142	12	40	40		5	7		
	3			11								
79	197	4	1	153	12	40	40	0	5	7	0	
2	26	35		743	2,959							
	264	1,267										
81	487	1,306	1	896	2,971	40	40	0	5	7	0	
58	14		7	4		15	8		34	7		
29	2					6	1		13	1		
87	16	0	7	4	0	21	9	0	47	8	0	
	29											
0	29	0	0	0	0	0	0	0	0	0	0	
87	45	0	7	4	0	21	9	0	47	8	0	
32	51			15								
200	**583**	**1.306**	**8**	**915**	**2,971**	**61**	**49**	**0**	**52**	**15**	**0**	

Southeast Regional College
Equity Participation Completers and Graduates by Program Group

		Actuals																	
		2004-2005									2005-2006								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training	Institute Credit																		
	SIAST	31	9	24	10	5	7	5	5	1	32	23	15	10	9	2	6	2	5
	Other:	4	3		1														
	Apprenticeship & Trade																		
	Total Institute Credit	35	12	24	11	5	7	5	5	1	32	23	15	10	9	2	6	2	5
	Industry Credit																		
	Total Industry Credit	131	4	123	47	1	44	21	1	21	158	2	154	40	2	39	26		26
	Workbased Training																		
	Total Workbased Training																		
	Non-Credit																		
	Total Non-Credit	44	42	2	15	13	2	9	9	0	63	63		10	10		9	9	
Total Skills Training Credit		210	58	149	73	19	53	35	15	22	253	88	169	60	21	41	41	11	31
Basic Education	Basic Education Credit																		
	Adult 12	34	17	10	8	4	3	4	2	1	41	32	1	6	4	2	4	2	
	Adult 10	16	9	5	2	1	1	4	2	0	25	17		5	3		1	1	
	Academic GED																		
	Total BE Credit	50	26	15	10	5	4	8	4	1	66	49	1	11	7	2	5	3	0
	Basic Education Non-Credit																		
	Employability/Life Skills																		
	English Language Training																		
	General Academic Studies										4	4							
	Literacy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Total BE Non-Credit	0	0	0	0	0	0	0	0	0	4	4		0	0	0	0	0	0
Total Basic Education		50	26	15	10	5	4	8	4	1	70	53	1	11	7	2	5	3	0
University	***Total University***	5	4	3	2	1	1	1	1	0	3	3	1	1	1		3	3	
Total		265	88	167	85	25	58	44	20	23	326	144	171	72	29	43	49	17	31

n/a = not available
E = total enrollment
C = Completers (the total number of students who completed course requirements or remained to the end of the program)
G = graduates (the total number of students who successful completed all course requirements resulting in achievement of certification by a recognized credit granting institution)
C = Completers (the total number of students who completed course requirements or remained to the end of the program)

Southeast Regional College
Workbased Training

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Unsuccessfully	Completed Unsuccessfully	Did Not Complete	
2003-04	24	27	96	0	75	6	15	$325,271
2004-05	17	24	95	0	77	8	10	$408,778
2005-06*	21	24	47	11	34	1	1	$166,966

** 2005-06 Program Year results will appear inconsistent with previous years as contracts are still in progress and information is still being processed.*

NOTES:

Program Year is based on contract start date between July 1st and June 30th of a given year.

Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts.

Department Funding includes dollars paid to employer and then reimbursed by Department of Advanced Education & Employment, excluding any administration fees.

All counts of Trainees are based upon unique individuals.

Query results run on November 23, 2006

COLLEGE STAFF

Bonnie Adasci-Cooke	Program Delivery Associate
Sheri-Lynn BeBeau	Consultant
Brian Binns	Career and Student Services Counsellor
Norma Bloor	Program Delivery Secretary
Jennifer Broughton	Career and Student Services Counsellor (from Mar 2006)
Barbara Burroughs	Program Delivery Secretary
Kim Bye	Assistant to the General Manager
Lisa Cantlon	Associate Dean of Academics (from Aug 2005)
Ila Connery	Dean of Finance and Administration
Heather Donald	Instructor, Basic Education
Heather Dorcas	Counsellor/Project Manager
Joanne Farmer	Instructor, Basic Education (from Sept 2005)
Anna Fish	Instructor, Basic Education
Melanie Forseth	Program Delivery Associate
Heather Frenza	Executive Assistant (to Nov 30, 2005); Fund Development Officer (Dec 1, 2005-June 30 2006)
Margaret Fuchs	Career and Student Services Counsellor
Charlotte Halabuza	Consultant
Lori Hall	Instructor, Business Certificate
Laura Hamilton	Senior Coordinator, Academics
Margo Hammett	Program Delivery Secretary
Dave Harazny	Instructor, Business Certificate (Sept-Dec 2005)
Klint Harder	IT Manager (from Dec 2005)
Cindy Herberholz	Registration Clerk/TPHD Instructor, Cosmetology
Melanie Hiske	Instructor, Cosmetology
Jody Holzmiller	Executive Assistant to President & CEO (from Dec 1, 2005)
Del Hunt	Program Delivery Clerk
Renee Hunt	Instructor, Basic Education
Sharon Ivan	Registration Clerk
Sherry Jenson	Administrative Assistant, Academics; TPHD Assisting the Career Counsellor
Judi Jones	Dean of Academics
Trent Jordens	Consultant
Shannon King	Instructor, Basic Education
Bev Kulach	University Advisor
Terry Ludtke	General Manager

Sandra Madigan	Instructor, Computer Works (Oct-Dec 2005); Instructor, Basic Education (from Jan 2006)
Karen Melle	ETI Consultant
Graham Mickleborough	President and Chief Executive Officer
Debbie Millions	Program Delivery Secretary
Twyla Molnar	Instructor, Business Certificate
Laurel Moore	Aboriginal Consultant (from Oct 2005)
Lorraine Musk	Payroll Clerk
Carole Olson	Instructor, Basic Education
Renee Oshowy	Job Start/Future Skills Secretary (from July 2005)
Marvin Paulson	Instructor, Power Engineering
Evelyn Prior	Instructor, Basic Education
John Reitmeier	Instructor, Welding (from Aug 2005)
Betty Ribling	Instructor, Basic Education (from Oct 2005)
Tawnya Rich	Instructor, Business Certificate (from Sept 2005)
Meghan Roy	Instructor, Cosmetology (from Dec 2005)
Minerva Scammell	Instructor, Continuing Care Assistant
Ken Shackel	Consultant (from Jan 2006)
Chris Sheldon	Instructor, Welding
Dalyn Sidloski	Accounting Technician (from Aug 2005)
Gloria Stevenson	Marketing Manager
Lynn Tendler	Program Delivery Clerk
Terry Torgunrud	Instructor, ETI (Apr-June 30, 2006)
Joedy Wallin	Accounts Payable Clerk
Robin Williams	Human Resource Manager
Helene Wilson	Consultant (on leave)
Donna Windecker	Computer Support Coordinator
Ed Zychkowski	Lead Consultant

SOUTHEAST REGIONAL COLLEGE
FINANCIAL STATEMENTS
YEAR ENDED JUNE 26, 2006

AUDITOR'S REPORT

To the Directors of Southeast Regional College:

We have audited the statement of financial position of Southeast Regional College as at June 30, 2006, and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these Financial Statements for the Treasury Board's approval. Our responsibility is to express an opinion on these Financial Statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the Financial Statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the Financial Statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall Financial Statement presentation.

In our opinion, these Financial Statements present fairly, in all material respects, the financial position of the College as at June 30, 2006, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Weyburn, Saskatchewan
October 4, 2006

Dillon, Hillstead, McLahlon, CGA Prof. Corp.
Certified General Accountants

SOUTHEAST REGIONAL COLLEGE
STATEMENT OF MANAGEMENT RESPONSIBILITY

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that the College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Governors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Cogent Business Consulting Certified General Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

President

Director, Finance and Administration

August 11, 2006

Southeast Regional College
Statement of Financial Position
as at June 30, 2006

Statement 1

	2006			2005
	Operating Fund	Capital Fund	**Total**	Total
Assets				
Current Assets				
Cash and temporary investments	$ 1,421,395	$ -	**$ 1,421,395**	$ 2,135,589
Accounts receivable (note 3)	645,940	-	**645,940**	541,239
Prepaid expenses	107,413	-	**107,413**	76,323
	2,174,748	-	**2,174,748**	2,753,151
Non-current Assets				
Capital assets (note 4)	-	1,102,874	**1,102,874**	1,214,888
Deferred rent (note 5)	-	30,000	**30,000**	45,000
	-	1,132,874	**1,132,874**	1,259,888
	$ 2,174,748	$ 1,132,874	**$ 3,307,622**	$ 4,013,039
Liabilities				
Current Liabilities				
Accrued salaries and benefits (note 6)	$ 174,735	$ -	**$ 174,735**	$ 190,669
Accounts payable and accrued liabilities	396,944	-	**396,944**	501,302
Unearned revenue (note 7)	594,761	-	**594,761**	674,354
Current portion of long term debt (note 8)	19,860	-	**19,860**	19,860
	1,186,300	-	**1,186,300**	1,386,185
Non-current Liabilities				
Long-term debt (note 8)	18,204	-	**18,204**	38,064
	1,204,504	-	**1,204,504**	1,424,249
Net Assets				
Invested in capital assets	-	1,132,874	**1,132,874**	1,429,888
Externally restricted (note 9)	8,364	-	**8,364**	-
Internally restricted (note 9)	766,821	-	**766,821**	984,374
Unrestricted	195,059	-	**195,059**	174,528
	970,244	1,132,874	**2,103,118**	2,588,790
	$ 2,174,748	$ 1,132,874	**$ 3,307,622**	$ 4,013,039

Approved on behalf of the Board

Approved on behalf of the Board

See Accompanying Notes

Southeast Regional College
Statement of Operations
for the year ended June 30, 2006

Statement 2

	Operating Fund			Capital Fund		**Total**	Total
	Budget 2006 (note 10)	2006	2005	2006	2005	**2006**	2005
Revenues (Schedule 1)							
Provincial Government	$ 4,327,442	$ 4,303,381	$ 4,024,687	$ 136,782	$ 195,000	**$4,440,163**	$ 4,219,687
Federal Government	-	-	36,503	-	-	-	36,503
Other revenue	1,992,495	2,732,858	2,108,606	24,468	16,043	**2,757,326**	2,124,649
	6,319,937	7,036,239	6,169,796	161,250	211,043	**7,197,489**	6,380,839
Expenses (Schedule 2)							
Agency contracts	1,843,533	2,092,714	1,773,757	-	-	**2,092,714**	1,773,757
Amortization	-	-	-	455,470	323,371	**455,470**	323,371
Equipment	119,849	294,591	211,394	-	-	**294,591**	211,394
Facilities	404,050	269,358	393,243	63,900	-	**333,258**	393,243
Information technology	113,355	187,890	154,132	-	-	**187,890**	154,132
Operating (Schedule 3)	1,262,627	1,164,080	1,060,220	-	-	**1,164,080**	1,060,220
Personal services	2,893,847	3,155,158	2,582,643	-	-	**3,155,158**	2,582,643
	6,637,261	7,163,791	6,175,389	519,370	323,371	**7,683,161**	6,498,760
Deficiency of revenues over expenses	$ (317,324)	$ (127,552)	$ (5,593)	$ (358,120)	$ (112,328)	**$ (485,672)**	$ (117,921)

See Accompanying Notes

Southeast Regional College
Statement of Changes in Net Assets **Statement 3**
for the year ended June 30, 2006

	2006			**2006**	2005
	Invested in capital assets	Restricted	Unrestricted	**Total**	Total
(Deficiency) excess of revenues over expenses	$ (358,120)	$ -	$ (127,552)	**$ (485,672)**	$ (117,921)
Net assets, beginning of year	1,429,888	984,374	174,528	**2,588,790**	2,706,711
Interfund transfers:					
Invested in capital assets	61,106	(569,424)	508,318	-	-
Externally imposed restrictions (note 9)	-	8,364	(8,364)	-	-
Internally imposed restrictions (note 9)	-	351,871	(351,871)	-	-
Net assets, end of year	$ 1,132,874	$ 775,185	$ 195,059	**$ 2,103,118**	$2,588,790

Restricted details:

	Beginning Balances	To Restricted	From Restricted	Ending Balance
Externally Restricted				
Saskatchewan Building Officials Reserve	$ -	$ 8,364	$ -	$ 8,364
Internally Restricted				
Reserve contingency fund	$ 515,165	$ -	$ 214,804	$ 300,361
Community chest fund	50,000	3,064	3,064	50,000
Information technology fund	143,960	223,925	164,299	203,586
Facility fund	234,289	124,882	187,257	171,914
Furniture and equipment fund	40,960	-	-	40,960
	984,374	351,871	569,424	766,821
Total Restricted	$ 984,374	$ 360,235	$ 569,424	$ 775,185

See Accompanying Notes

Southeast Regional College
Statement of Cash Flows
for the year ended June 30, 2006

Statement 4

	2006	2005
Cash flows from operating activities		
(Deficiency) excess of revenues over expenses	**$ (485,672)**	$ (117,921)
Amortization of capital assets	**440,470**	308,371
Amortization of deferred rent	**15,000**	15,000
	(30,202)	205,450
Increase in accounts receivable	**(104,701)**	(10,645)
Increase decrease in prepaid expenses	**(31,090)**	(9,375)
Decrease in accrued salaries and benefits	**(15,934)**	(17,179)
(Decrease) increase in accounts payable and accrued liabilities	**(104,358)**	206,107
Decrease in unearned revenue	**(79,593)**	(127,824)
Cash provided by (used in) operating activities	**(365,878)**	246,534
Cash flows from investing activities		
Purchase of capital assets	**(328,456)**	(439,620)
Cash used in investing activities	**(328,456)**	(439,620)
Cash flows from financing activities		
Financing of capital assets purchases		59,579
Repayment of long term debt	**(19,860)**	(1,655)
Cash provided by (used in) financing activities	**(19,860)**	57,924
Net decrease in cash and temporary investments	**(714,194)**	(135,162)
Cash and temporary investments, beginning of year	**2,135,589**	2,270,751
Cash and temporary investments, end of year	**$ 1,421,395**	$ 2,135,589
Cash	**$ 647,544**	$ 1,361,738
Temporary investments	**773,851**	773,851
	$ 1,421,395	$ 2,135,589

See Accompanying Notes

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2006

1. General Information

The Southeast Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The Board of the Southeast Regional College is responsible for administering and managing the educational affairs of the College in accordance with *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of Southeastern Saskatchewan by facilitating learning options in partnership with community groups and businesses.

2. Significant Accounting Policies

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

Funds are a separate self-balancing set of accounts for each accounting entity established within the accounting system, which segregate the transactions of a particular activity, as follows:

i. The Operating Fund accounts for the organization's programs delivery and administrative activities. The fund reports unrestricted resources and restricted operating and program grants.

ii. The Capital Fund reports the assets, liabilities, revenues and expenses related to the capital assets of the College.

b) Revenue Recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the Operating Fund, in the year to which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund, in the year received.

Unrestricted contributions are recognized as revenue in the year received or receivable, if the amount to be received can be reasonably estimated, and collection is reasonably assured.

Investment income earned from the resources of internally restricted funds, is recorded as income in the Operating Fund.

Tuition, fee and contractual revenue is recognized as revenue of the Operating Fund in the period in which the related services are provided.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Amortization is provided on a straight line basis over the estimated useful lives of the assets, and recorded as an expense in the capital fund, for the categories listed below:

Leasehold improvements	**Over the life of the lease to which they relate**
Program equipment and office equipment	5 years
Computer hardware and systems software	3 years
Office furniture	10 years
Buildings	20 years

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2006

3. Accounts Receivable

Accounts receivable are composed of the following:

	2006	2005
	$	$
Saskatchewan Advanced Education and Employment	**110,626**	126,071
Provincial Government - other	**104,437**	9,078
Other	**430,877**	406,090
Allowance for doubtful accounts	**(19,603)**	(22,762)
	645,940	541,239

4. Capital Assets

	Cost	**Accumulated Amortization**	**Net Book Value**	
			2006	2005
	$	$	**$**	$
Buildings	81,198	12,475	**68,723**	72,783
Leasehold improvements	1,306,996	687,856	**619,140**	602,266
Program equipment	457,092	306,612	**150,480**	165,467
Computer hardware	943,187	696,681	**246,506**	350,237
Office equipment	17,342	16,153	**1,189**	1,784
Office furniture	83,253	66,417	**16,836**	22,351
System software	50,065	50,065	**-**	-
	2,939,133	1,836,259	**1,102,874**	1,214,888

In 2006, a write down due to obsolescence of capital assets reduced both the cost and accumulated amortization by $631,147.

5. Deferred Rent

The College entered into a lease for facilities for a period of 10 years in 1998. A condition of the lease required an advance payment of $150,000 to the lessor of the premises. The payment has been recorded as deferred rent and will be amortized over the term of the lease at the rate of $15,000 per year.

6. Accrued Salaries and Benefits

Accrued salaries and benefits of $174,735 (2005 - $190,669) representing retroactive salary adjustments and vacation earned by employees but not yet paid, has been calculated and recorded in the accounts.

7. Unearned Revenue

Unearned revenue represents restricted funding for operating grants and program payments received in the current period, for operations of the subsequent period as follows:

	2006	2005
	$	$
Saskatchewan Advanced Education and Employment	**529,089**	644,315
Other	**65,672**	30,039
	594,761	674,354

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2006

8. Long Term Debt

	2006 $	2005 $
General Motors Acceptance Corporation 0% 36 month financing secured by 2005 GMC Truck, monthly repayment terms of $1,654.96 commencing June 4, 2005	**38,064**	57,924
Less Current portion	**(19,860)**	(19,860)
	18,204	38,064

9. Restrictions on Net Assets

The Board of Governors has placed internal restrictions on certain net assets to be used for future expenditures as indicated on Statement 3. These internally restricted amounts are not available for other purposes without approval of the Board of Governors.

Under the agreement with the Saskatchewan Building Officials Association, for the delivery of the Building Code Training for Canadians program, a portion of the exam fees paid by students is to be set aside, in an externally restricted fund, for future revision and development of the program.

10. Budget Amounts

The budget amounts on the financial statements were prepared by Regional College Management and approved by the Board of Governors on May 3, 2005. The Minister approved the budget on June 30, 2005.

11. Related Party Transactions

Included in these financial statements are revenues and expenditures resulting from routine operating transactions conducted at agreed rates with various Crown controlled departments, agencies and corporations, with which the College is related. Account balances resulting from these transactions are included in the statements of financial position and operations. These transactions are settled on normal trade terms.

Transactions with related parties, incorporated in these financial statements, include the following:

Significant payments to related parties during the fiscal year:

	2006 $	2005 $
Association of Saskatchewan Regional Colleges	**20,120**	11,250
Government of Saskatchewan - other	**7,336**	8,448
Saskatchewan Property Management	**71,580**	47,872
Saskatchewan Regional Colleges	**10,396**	9,599
Saskatchewan Institute of Applied Sciences and Technology	**646,260**	713,308
SaskTel	**88,585**	66,043
SaskEnergy	**8,858**	8,815
Southeast Education Foundation	**32,217**	30,200
University of Regina	**142,639**	85,299

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2006

Significant receipts from related parties, with the exception of Saskatchewan Advanced Education and Employment receipts that are detailed in Schedule 1, during the fiscal year:

	2006 $	2005 $
Apprenticeship and Trade Certification Commission	**17,536**	15,000
Saskatchewan Agriculture – CASS program	**314,546**	-
Saskatchewan Finance – Treasury and Debt	**21,858**	16,993
Saskatchewan Regional Colleges	**69,722**	103,613
Saskatchewan Student Financial Aid - Merit Scholarship	**8,750**	3,500
Saskatchewan Government Insurance	**5,576**	4,230
Sask Power	**153,568**	105,492
Saskatchewan Institute of Applied Sciences and Technology	**37,699**	82,380
Southeast Education Foundation	**28,767**	16,251
University of Regina	**1,467**	7,213
Workers' Compensation Board	**57,275**	88,886

12. Financial Instruments

Cash, temporary investments, accounts receivable, accounts payable and accrued liabilities, and accrued salaries and benefits are all short term in nature, and as such, their carrying value approximates fair value.

The College is exposed to credit risk from non-payment of accounts receivable. Credit risk is minimal for amounts due from Saskatchewan Advanced Education and Employment and other amounts due from the Provincial Government. All other receivables are reported at estimated net realizable value.

13. Pension Plans

Employees of the College are members of the Teachers' Superannuation Plan, the Saskatchewan Teachers Retirement Plan or a defined contribution plan established by the Southeast Regional College. The College's obligations under these arrangements are limited to matching employee's contributions of the defined contribution plan established by the Southeast Regional College. Pension contributions for 2006 totaled $102,430 (2005 - $88,498).

14. Lease Commitments

The College has obligations for leases of office equipment and premises. Future minimum payments for the next five years total $658,031 with the following annual payments:

Year	$
2006-07	193,258
2007-08	190,109
2008-09	105,488
2009-10	103,938
2010-11	65,238

15. Restated Amounts

Certain of the comparative figures have been restated to conform to current year presentation.

Southeast Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2006

	General	Skills Training		Basic Education		2006
		Credit	Non-credit	Credit	Non-credit	
Provincial Government						
Saskatchewan Advanced Education and Employment						
Base grant	$ 2,053,661	$ -	$ -	$ -	$ -	
Program payments	-	1,002,422	-	470,889	-	
Other	15,969	499,090	-	35,567	-	
	2,069,630	1,501,512	-	506,456	-	
Other Provincial	9,292	-	-	-	(2,331)	
	2,078,922	1,501,512	-	506,456	(2,331)	
Federal Government						
Projects	-	-	-	-	-	
Other Revenue						
Admin recovery	-	-	-	-	-	
Contracts	535	186,293	109,283	-	6,000	
Interest	72,344	-	-	-	-	
Rents	8,070	-	-	-	-	
Resale items	1,729	290,294	17,456	-	1,068	
Tuitions	-	1,660,742	145,705	38,083	20,485	
Other	16,274	-	-	-	-	
	98,952	2,137,329	272,444	38,083	27,553	
Total revenues	2,177,874	3,638,841	272,444	544,539	25,222	
Total expenses (Schedule 2)	2,278,234	3,486,461	246,141	554,493	20,478	
Excess (deficiency) of revenues over expenses	$ (100,360)	$ 152,380	$ 26,303	$ (9,954)	$ 4,744	

See Accompanying Notes

Schedule 1

University Credit	Services Learner Support	Services Counsel	**2006 Total**	2006 Budget (note 10) Total	2005 Total
$ -	$ -	$ -	**$ 2,053,661**	$ 2,037,383	$ 1,994,606
-	-	29,932	**1,503,243**	1,649,772	1,696,426
-	75,000	50,000	**675,626**	640,287	279,133
	75,000	79,932	**4,232,530**	4,327,442	3,970,165
-	-	63,890	**70,851**	-	54,522
-	75,000	143,822	**4,303,381**	4,327,442	4,024,687
-	-	-	-	-	36,503
-	-	-	-	-	-
-	-	1,323	**303,434**	316,784	214,136
-	-	-	**72,344**	62,864	57,335
-	-	-	**8,070**	4,376	3,740
-	-	30	**310,577**	245,149	249,349
156,859	-	285	**2,022,159**	1,357,583	1,568,584
-	-	-	**16,274**	5,739	15.462
156,859	-	1,638	**2,732,858**	1,992,495	2,108,606
156,859	75,000	145,460	**7,036,239**	6,319,937	6,169,796
313,754	35,280	228,950	**7,163,791**	6,637,261	6,175,389
$ (156,895)	$ 39,720	$ (83,490)	**$ (127,552)**	$ (317,324)	$ (5,593)

Southeast Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2006

	2006				
	General	Skills Training		Basic Education	
		Credit	Non-credit	Credit	Non-credit
Agency contracts	$ -	$ 1,768,309	$ 107,890	$ 1,350	$ 1,647
Equipment	63,911	220,672	602	7,225	-
Facilities	63,975	163,780	1,464	27,214	3,108
Information technology	152,287	37,587	-	-	-
Operating (Schedule 3)	456,040	536,394	46,984	42,593	2,402
Personal services	1,542,021	759,719	89,201	476,111	13,321
	$ 2,278,234	$ 3,486,461	$ 246,141	$ 554,493	$ 20,478
			$ 3,732,602		$ 574,971

See Accompanying Notes

Schedule 2

University	Services		**2006**	2006 Budget (note 10)	2005
Credit	Learner Support	Counsel	**Total**	Total	Total
$ 211,963	$ -	$ 1,555	**$ 2,092,714**	$ 1,843,533	$ 1,773,757
-	2,181	-	**294,591**	119,849	211,394
-	916	8,901	**269,358**	404,050	393,243
-	(3,609)	1,625	**187,890**	113,355	154,132
40,524	3,536	35,607	**1,164,080**	1,262,627	1,060,220
61,267	32,256	181,262	**3,155,158**	2,893,847	2,582,643
$ 313,754	$ 35,280	$ 228,950	**$ 7,163,791**	$ 6,637,261	$ 6,175,389
		$ 264,230			

Southeast Regional College
Schedule of Operating Expenses
for the year ended June 30, 2006

Schedule 3

	2006	2006 Budget (note 10)	2005
	Total	Total	Total
Advertising	**$ 151,266**	$ 214,602	$ 122,759
Association fees and dues	**13,855**	15,940	12,380
Bad debts	**27,797**	165	22,201
Financial services	**6,348**	3,192	3,813
In-service	**62,342**	101,912	67,790
Insurance	**18,815**	14,000	21,123
Materials and supplies	**192,751**	199,992	155,262
Printing and copying	**28,787**	16,200	31,259
Professional services	**57,409**	114,656	90,175
Resale items	**307,353**	245,335	231,023
Subscriptions	**1,299**	2,425	1,743
Telephone and fax	**78,448**	93,541	76,092
Travel	**175,876**	208,542	199,441
Other	**41,734**	32,125	25,159
	$ 1,164,080	$ 1,262,627	$ 1,060,220

See Accompanying Notes

GLOSSARY OF TERMS

Program Groups:

Institute Credit – education and training which leads to a credential i.e. certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit – education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Non-Credit – education and training that does not result in credentials or certification but meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) or leads to or enhances a person(s)/group(s) employability or enhances community and/or social development or develops hobby, leisure and recreation skills.

Basic Education Credit – academic skills development that leads to certification at a grade 10 12 level or prepares individuals to write the GED exams.

Basic Education Non-credit – enhances an individual's reading, writing, and numeracy skills or develops personal and life skills necessary for employment activities or teaches English as a second language.

Student Enrollments: total number of unique students enrolled in program session(s) or course(s) within program sessions that are part of a specific Program Group.

Full-time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and
b) for university courses: a minimum of 234 hours of scheduled class time for the academic year.

Part-time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Participant Hours: is defined as the total time (in hours) all students are actively involved in a program (courses) of study.

Full Load Equivalents (FLE): is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group. Full Load Equivalents are calculated as follows:

Institute Credit:	1 FLE = 900 participant hours
Industry Credit:	1 FLE = 240 participant hours
Non-Credit:	1 FLE = 240 participant hours
BE Credit:	1 FLE = 900 participant hours
BE Non-Credit:	1 FLE = 420 participant hours
University:	1 FLE = 390 participant hours

Completers: students who remained to the end of the program.

Graduates: students who completed all course requirements resulting in certification of training by a recognized body.

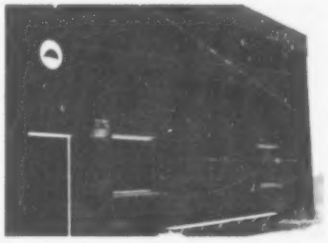
Program Delivery Centre: an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

CAMPUS LOCATIONS

Administration Office
629 King Street
Box 2003, Weyburn, SK S4H 2Z9
Telephone: 848-2370
Fax: 848-2524

Assiniboia Campus
Prince of Wales Building
201 Third Avenue West
Box 1059, Assiniboia, SK S0H 0B0
Telephone: 642-4287
Fax: 642-3397

Estevan Campus
255 Spruce Drive
Box 5000-130
Estevan, SK S4A 2V6
Telephone: 637-4795
Fax: 643-8060



Indian Head Basic Education Centre
708 Otterloo Street
Box 248, Indian Head, SK S0G 2K0
Telephone: 695-2228
Fax: 695-2226

Moosomin Basic Education Centre
904 Gordon Street
Box 1457, Moosomin, SK S0G 3N0
Telephone: 435-2439
Fax: 435-4051

Moosomin Campus
Provincial Office Building
709 Carleton Street
Box 1457, Moosomin, SK S0G 3N0
Telephone: 435-4631
Fax: 435-4639

Weyburn Campus
629 King Street
Box 2003, Weyburn, SK S4H 2Z9
Telephone: 848-2500
Fax: 848-2517

Whitewood Campus
708 5th Avenue
Box 250, Whitewood, SK S0G 5C0
Telephone: 735-2290
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